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ABSTRACT

This paper focuses on the need for, and the conditions necessary to maintain, a racially, ethnically, and linguistically diverse teaching force, stressing the importance of culturally responsive teaching. It begins by describing what can be accomplished through diverse learning communities. Next, it offers a comprehensive look at the demographics of the current and prospective teaching force, focusing on social reform, integrating cultural contextual knowledge in learning communities, and pedagogy and expectations. It goes on to discuss what has been documented as effective in the recruitment and retention of teachers from underrepresented communities (e.g., rewards and incentives), noting influences on the teacher supply and discussing the prospective teaching pool and who leaves teaching. It examines program trends, focusing on precollegiate recruitment, paraprofessional pathways, college recruitment, and mid-career recruitment. After citing state and privately funded programs which have had a genuine impact, the paper concludes with recommendations for guiding comprehensive initiatives in the future. (Contains approximately 195 references.) (SM)

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Educators of Color

A Background Paper for the Invitational Conference
Recruiting, Preparing, and Retaining Persons of Color in the Teaching Profession
January 22-24, 1996

sponsored by
National Alliance of Black School Educators
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by
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with the assistance of
Mark S. Lewis & Cynthia J. Graddy

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OERI Paper - Educators of Color

Introduction

Teachers today are expected to find ways to support and connect with the needs of all learners; preparing them to think critically, to frame problems, to find, integrate, and synthesize information, to create new solutions, to learn on their own, and to work cooperatively. Schools in the 21st century will be required not merely to "deliver" instructional services but to ensure that all students are engaged in learning at high levels. In turn, the teacher's job is no longer to "cover" the curriculum but to enable diverse learners to construct their own knowledge and to develop their talents in effective and powerful ways.

Teaching for universal learning demands a highly developed ability to discover what children know and can do, how they think and how they learn, and to match learning and performance opportunities to the needs of individual children. Every student needs teachers who have substantial knowledge of human development, subject matter content, and pedagogy, and who have the professional autonomy to develop programs that accommodate a variety of cognitive styles and learning rates, with activities that broaden rather than reduce the range of possibilities for learning. And if all children are to be effectively taught, teachers must be prepared to address the substantial diversity in experiences that children bring with them to school -- the wide range of languages, cultures, exceptionalities, learning styles, talents, and intelligence that require in turn an equally rich and varied repertoire of teaching strategies.

Today's social, economic, and political climate demands a complex kind of adaptive teaching -- teaching that is reciprocal, responsive, and attentive to the needs of learners, as well as teaching that is prepared to accommodate more challenging learning goals. If schools are to be responsive to the different needs and talents of diverse learners, they must be organized to allow for variability rather than to assume uniformity. Teachers must diversify their practice so that they can engage each of their students in whatever ways are necessary to encourage learning. It stands to reason that this necessary repertoire of knowledge, skills and approaches does not emerge from a monolithic learning community, but rather from one that includes and embraces the knowledge and perspectives that varying groups in this society can offer. Unfortunately, the integrity of many carefully crafted reform initiatives is weakened in the absence of teachers from many of these groups who are essential to culturally diverse learning communities.

Although prospective teachers are typically recruited and initially trained by schools, colleges and departments of education, the responsibility for establishing a racially/ethnically and linguistically balanced teaching force rests with the entire society. Every segment of society is enhanced by well educated citizens and every segment is disadvantaged by individuals who have not met their full potential. A more inclusive teaching force does not just happen: many students of color, who are often marginalized in K-12 settings, must be better prepared to meet the challenges of professional training of any type; state program admission, accreditation and licensing requirements must be

designed to support and assess meaningful learning rather than to screen candidates on irrelevant bases; professional educational organizations must craft useful, high impact projects that are informed by the valuable insights and resources of their members; local school systems must devise strategies thatill facilitate wemployment and ensure a work climate that is comfortable, supportive and nurturing; colleges and universities need to broaden their conceptions of viable teacher candidates and embrace para-educators, community college students and second career professionals. Lastly, national policies and programs must be clear and deliberate in their attempt to guide this agenda.

This paper focuses on the need for, and the conditions necessary to maintain, a racially, ethnically and linguistically diverse teaching force. While we recognize that all professional educators must learn to be culturally responsive in order to meet the needs of diverse learners, a culturally diverse teaching force is a key component in this equation and consequently merits close and singular attention. The paper begins by describing what we hope to accomplish through diverse learning communities and offers a comprehensive look at the demographics of the current and prospective teaching force. We then move to a discussion of what has been documented as effective in the recruitment and retention of teachers from under-represented communities and cite programs, by example, that have had a genuine impact on their goal. We conclude with recommendations that hopefully will guide well intended and comprehensive initiatives in the future.

SECTION I - Justification

The impetus for establishing a culturally diverse learning community lies in a conviction that excellence resides in the diversity of students, staff, curriculum, assessment, and school environments. As the nation's educational system and the profession organize to deliver a better and more powerful education for all youngsters, the goal of cultural responsiveness should be consonant with the widely accepted concept of providing for individual differences. We contend that a culturally diverse and culturally responsive learning community is necessary to reduce the wide disparity in academic achievement among students of varying backgrounds.

It is generally recognized that this nation has not structured or funded its schools to allow the majority of its students to be challenged or positioned for success. At the same time, as Grant (1991) notes "Educators must understand that *they* (and the overall structures of school and society) play a major role in the lack of academic success of students of color. Until that is understood educational success will escape all involved. "(pp. 250-252) The implications are particularly important for students from populations and vicinities that are disenfranchised. There is much to suggest that those teaching and schooling practices that are offered in the literature and in practice as fruitful for children from racial/ethnic and linguistically marginalized groups will also advantage students of the majority culture. All students have much to gain from teachers who are competent in their subject matter and who are able to offer multiple conceptions and approaches to teaching and learning, who challenge each of their students to a high standard regardless of the circumstances of their lives, who have genuine respect and appreciation for the positive aspects of the communities from which the youngsters come, and who can find teachable moments in most any instance.

There is little that suggests that educators of color have a lock on these characteristics. Yet, they are typically advantaged by having direct and personal awareness of their own culture and a full orientation to the culture of the educational system defined by the majority. This breadth of experience compliments cultural diversity and provides a rich knowledge base for teaching, learning, and achievement. Educators with this seasoning are essential to the learning communities that we promote.

The literature is replete with practices that are effective with children of color and/or those placed at risk. We will begin by reviewing a body of research which looks at what constitutes effective pedagogy, regardless of teacher ethnicity, for children of color and offer these findings to further characterize cultural responsiveness.

Many of these studies focus on the accomplishments and practices teachers of color. Some include discussions of successful practices of teachers from many racial/ethnic backgrounds. Some do not specify the characteristics of the teachers they study. For those in urban areas, it is likely that teachers of color are well-represented given the demographics of the urban teaching force.

Reform reports, curriculum, assessment, performance and program standards that are crafted to guide our practice all indicate a critical need for all educators to be capable and prepared to effectively teach students from backgrounds other than their own. All that we know about the composition of the current and future teaching force and the educational protocols that are designed to accomplish this suggest a formidable task. We understand that the majority of the nation's increasingly diverse student population will have little opportunity to be taught by teachers of color. We also discern that many of the teachers they do have are less prepared than necessary to engage them in meaningful ways. This situation suggests that we have not yet mobilized forces adequate to invite and sustain significant numbers of educators of color, nor have we embraced the cultural knowledge that they have in the development of professional education programs.

Many people carry the notion that teachers of color are more effective with diverse populations than their White colleagues. The extent to which they do impact student performance in diverse settings may be conditioned by the fact that they are less burdened with acquiring what Murrell (1991) describes as contextual knowledge. He notes:

> The popular educational literature imbues a Marva Collins or a Jaime Escalante with a special sort of pedagogical magic. They possess knowledge not immediately available to other classroom teachers until they are first demystified, decoded, and spelled out by educational researchers. As a result, we are frequently led up the short road of "teacher effectiveness" by developing decontextualized laundry lists of what expert teachers do, rather than taking the long road of clearly understanding how expert teachers acquire the contextual knowledge they possess. (p.206)

Indeed, a growing body of recent work in this area suggests that effective teachers of students of color form and maintain connections with their students within their social contexts. For example, they do not shy away from issues of race and culture; they emphasize issues of content and substance is given priority over what language is used; they are familiar with the common vernacular even though they instruct in standard English; and they celebrate their students as individuals and as members of specific cultures (Garcia, 1993; J. J. Irvine, 1992; Murrell, 1991; Strickland, 1995; Nieto 1996, Cochran Smith, 1995). There is a significant level of cultural synchronization between teachers and students (Irvine, 1995).

Cultural Responsiveness

The need for teachers who are consciously responsive to their students' cultural backgrounds and learning styles is considered crucial by many scholars and educators of color (Au, 1980; Calderon & Diaz, 1993; Carew & Lightfoot, 1979; Delpit, 1988; Foster, 1995; Hale, 1991; Hale-Benson, 1986; Hilliard, 1992; Irvine, 1992, Kunjufu, 1989; Ladson-Billings, 1994; Waters, 1989; Nieto, 1994). They provide numerous instances where understanding the culture precipitates a greater level of learning than had been developed under culturally insensitive conditions.

For example, Au (1980) analyzed a reading lesson led by a Hawaiian teacher with four Hawaiian students in a school which was successful in raising achievement levels of urban Native Hawaiian students of lower socioeconomic class. Within the lesson she studied, Au identified nine different "participation structures" which could be placed on a continuum ranging from those which most closely resembled the conventional classroom recitation situation, to those which more closely resembled Hawaiian "talk story." Au concluded that the teacher's success in structuring the context of the reading comprehension lesson to more closely match the interaction patterns of the children's culture was a key factor in raising student achievement levels.

In a videocase of multicultural practice, Herbert and McNergney (1996) provide an example of how understanding culture can allow teachers to connect curriculum to students lives. As New Mexican resource teachers discuss the importance of being familiar with the culture of their students, a seasoned educator "Consuela" offers the following:

> It is an asset to be able to speak a child's language, because the teacher can get so much more participation from the student if she can relate to the language. For instance, a child can come and tell the teacher, "Teacher, teacher, we killed a pig yesterday"! *Hubo una matanza.* And an Anglo teacher will just say, "Great, the kid has meat in the freezer now." But a bicultural person can make a whole hour [of learning] out of that comment and involve the whole class. Because slaughtering a pig is not meat in the freezer in the Mexican culture. It is a *fiesta,* when aunts, uncles and others come together. (p.14)

Donna Deyhle (1995) details countless examples of how educators' ignorance of Navajo culture stifles the academic achievements and aspirations of Native American students in a high school that borders on the reservation. By comparison, she shows how awareness of Navajo student's cultural identity as well as a sympathetic connection between the community and the school academically advantages students who attend a high school located on the reservation. She also finds that where there are fewer Anglo students and more Navajo teachers, racial conflict is minimized and students move through their school careers in a more secure and supportive community context.

Studies of exemplary African-American teachers consistently indicate that they maintain and utilize their knowledge of culture to advance student learning. Foster (1990, 1993, 1995) studied 17 African-American teachers who had been recommended as exemplary teachers by members of the African-American community. Using life and career history interviews, Foster found that these teachers were vital members of their communities and expressed feelings of connection, affiliation, and solidarity with the pupils they teach. They were characterized by their cultural solidarity with the Black community, their ability to link classroom content to students' experiences, their focus on the whole child, and their use of familiar cultural and communication patterns in their teaching.

Similarly, Henry (1992) in a study of African- Canadian women teachers found that these teachers juggle activist roles in community work, school work, and parenting. The relationship between classroom teaching, family life, and community service is seen by Henry as a symbiotic one

in which the "personal lives of these teachers inform their practice and their classroom experiences sharpen their understandings of Black children's marginalization in schools" (p.395). Their teaching, then, serves as a counterpractice to that marginalization of the students, and is marked by standards of mutuality, cooperation, and flexibility.

Both Foster (1993) and Hollins (1982), (who studied the work of Marva Collins) noted deliberate attempts to incorporate forms from the African-American church into classrooms. These included encouraging the release of emotional tensions, providing strong adult leadership, validating interaction modes such as call-and-response and the use of familiar language patterns, and fostering a climate in which cooperation, acceptance, participation, and learning were stressed above competition. These teachers built relationships in their classrooms which were marked by social equality, egalitarianism, and mutuality stemming from a group, rather than an individual, ethos. Genuine concern for the children, high expectations, and consistent discipline characterized their work with students. Also, moral or personal messages were frequently identified from texts read in class.

Related to their community orientation, an accent on collective and personal responsibility (Henry, 1992) is another signature of the work of Black teachers. Both King (1991) and Hollins (1982) report that the teachers they studied teach students to be responsible for their own learning, emphasizing personal values like patience and friendship that embody the important qualities of being in respectful relationship with others and maintaining a steadfast commitment to one's own development or self-determination.

Closely associated with the notions of community orientation and collective/personal responsibility is that of kinship or family as a metaphor for the classroom work of African-American teachers. These teachers often act as surrogate parents to the children they teach (Foster, 1993; Willis, 1995). Henry (1992) reiterates this theme when she writes of her own respondents:

> In their school and classroom practice, these women continue to act as othermothers. In other words, they tend to envisage Black children, whether in classrooms or in the community, as part of their "family." ....In such a "family" climate, certain kinds of conversations and interactions are possible, and the affective domain becomes a place of departure to extirpate the cumulative weight of racial oppression. (p.399)

Henry (1992) views these "othermother" relationships as a challenge to the Eurocentric patriarchal notion of the nuclear family and of children as private property. The teachers in her study reported being influenced by their own mothers' and grandmothers' examples of looking out after neighborhood children. Of one teacher, Henry writes, "She recognizes that the kinds of antiracism work she has done within her family as a mother are the frames of reference that shaped her practice during her former years as a teacher working with poor Black students" (p.395).

Of the eight teachers she studied, Ladson-Billings (1994) observed:

> ...there is a lot of "mothering" in these classes. The teachers are all perceived as "strict" or "stern" yet they all indulge in a lot of touching. They put their arms around the children, they hug them, they hold their hands. They believe that they are responsible for what happens to the students at school and, consequently, they make almost no referrals to the principal or to other support staff. They are most often "rewarded" for their work by being given other teachers' "problem" children. They take them on and blend them into the fold without missing a beat. None of the teachers believes she is doing anything special. (p.24)

Some researchers (Nieto 1996, Schuhmann, 1992) also suggests that Hispanic teachers are advantaged by understanding how the concept of family may be used as a motif for practice where the teacher is perceived as a parent, mentor, or godmother. They understand the benefits of creating a sense of intimacy and trust with their students that translates to a comfortable learning environment. Equally instructive are researchers' understandings of the Asian-American community that typically perceives schooling as a very formal process where parents trust teachers and expect them to practice with authority (Pang 1996, Chinn and Wong 1992).

Social Reform

King (1991) concludes that the Black teachers who participated in her research had adopted an "emancipatory pedagogy" to the extent that they were aligned with the interests of their pupils as opposed to the institutional concerns of their school systems. King found that their "struggle is about whether education is for social transformation or system maintenance" (p.260), and that these teachers "say their rewards come from the students, not their colleagues or supervisors" (p.261).

A very similar view is described by Black women teachers interviewed by Casey (1993):

> Enlisted by their elders, and motivated by their own oppressive experiences, for these women, being a Black teacher means "raising the race;" accepting personal responsibility for the well-being of one's people, and, especially, for the education of all Black children. (p.152)

This theme of African-American teachers' community orientation is echoed by King (1991) and Sims (1992), although with differing outlooks and inferences. Sims, who inquired into her own practice as an African-American teacher through keeping a journal, ponders over her sense that:

> Sharing a similar background did not guarantee productive, fluid, or uncomplicated interactions with students nor did it reduce the pain I felt when I saw or learned about the conditions in which many of my students lived....The complexities of families and their survival are critical issues that factor into the dynamic relationships between the school world and the real world....How can I define my role as teacher/kin/mentor in children's development...? What is an appropriate balancing of the academic and the

affective in schools and classrooms? (pp.343,344)

Problems of practices do not vanish for committed teachers of color; they are framed and informed by a deep appreciation for the meaning of education and teacher-student relationships in the lives of the children they serve.

Integrating Contextual Knowledge in Learning Communities

Learning communities that include teachers with an understanding of these cultural nuances are essential to the development and delivery of culturally responsive pedagogy. Students, Ladson-Billings (1994) argues on the basis of her in-depth classroom observations, develop commitments to such teachers -- they will learn *for* these teachers as much as they will learn *from* them. These individuals provide direct instruction to students, but are also available to guide and engage colleagues at the school site to broader contextual understanding. (Dilworth, 1990).

Unfortunately, because of the relatively small number of culturally relevant, successful teachers of Black students spread over large school systems, the long-term impact of these effective teachers is minimized for many students, who may encounter only one or two such teachers in their school career (Ladson-Billings, 1991). Lightfoot (1978) notes that incorporating the knowledge and commitments of communities of color is a critical component of effective education:

> In order for schools to successfully teach Black children, they will have to incorporate the cultural wisdom and experience of Black families and meaningfully collaborate with parents and community. Black families and communities have been settings for cultural transmission, survival training, moral and religious instruction, role-modeling, myth-making, and ideological and political indoctrination. (p.129)

Accessing cultural knowledge is problematic in schools and schools of education. Delpit (1988) contends that African-American educators, rather than sustaining a central position in the dialogue about how to educate Black children, have too often been silenced instead, due to the dominant "culture of power," its control of the education community, and the place of Black teachers of urban students at the margins of that culture of power. Ladson-Billings (1991) agrees that the voice of these educators is critically needed to advance the profession's knowledge:

> ...teacher education programs must recognize the importance of the teacher's voice (McLaren, 1989). There is a huge void in the literature concerning the experiences of Black teachers and others who have been successful educators of Black students. This void underscores the need for what Giroux (1986) identifies as the need for a "critical and affirming pedagogy (that) has to be constructed around the stories that people tell, the ways in which students and teachers author meaning, and the possibilities that underlie the experiences that shape their voices" (McLaren, 1989, p.229). (pp.241,242)

In his study of teacher education students, Murrell (1991) found that prospective teachers of color experienced frustration with their preparation program's theoretical content about teaching and learning because it did not connect with their experiences:

> There is the concern that the lifelong knowledge these students accumulated about their communities does not count. Community-oriented characteristics of good teaching, affirmed in their decision to enter the profession, are not rewarded or reaffirmed in their university classroom experiences. African American students report that the personal, experiential knowledge of how to foster development and learning among African American children is not considered legitimate in the classroom....A major theme in the discussions of the African American education students who met as a support group was the profound sense of voicelessness -- an inability to participate in academic discourse in their own words and drawing on their own experience. (p.217)

Some research suggests that the involvement of educators of color in decision making can have real value. In a study of 142 school districts, (Meier and Stewart (1991) found that significant Hispanic representation on school boards and in the teaching force positively influences drop-out and grade-retention rates and standardized test scores of Hispanic students. Further, Hispanic students are less likely to be assigned to special education classes and more likely to be identified as gifted in these districts; rates of corporal punishment, out-of-school suspensions, and expulsions of Hispanic students are also lower than in districts with minimal Hispanic presence in the educational community.

Pedagogy and Expectations

One body of research is fairly consistent in citing the value of teachers' expectations in the enhancement of student achievement. Effective teachers of students of color believe that all of their students can learn and can succeed. They work hard to build a sense of cooperation and teamness, to gain the trust of their students and their students' parents, and to impart the sense that every student can, and is expected to, succeed academically and socially (Ladson-Billings, 1992b; Irvine, 1992). These teachers express and demonstrate constant faith in their students, remind them of their worth and ability even when scolding them (Ladson-Billings, 1990; Foster, 1995).

In an ethnographic study, Ladson-Billings (1994) explored the thinking and teaching styles of eight teachers (five Black and three White) who were identified by parents and principals as effective teachers of African-American students. She found that the teachers in her study believe that all of their students can succeed rather than that failure is inevitable for some. They see themselves as part of the community, and view teaching as giving back to the community -- their relationships with their students are fluid and equitable, extending beyond the classroom. Ladson-Billings (1991, 1992)also notes that nowhere in her study's transcripts did she find an expression of despair, pity, or disregard for the children with whom the participating teachers work. She distinguishes between

ineffective teachers who see their students as victims of inescapable situations who are incapable of handling academically rigorous material, and effective teachers who acknowledge social oppression but insist that students overcome and present them with academically challenging tasks on a regular basis. Further, Ladson-Billings found that these teachers view knowledge as pulled out (mined) rather than poured in (banked), and that they see the teacher/student relationship as fluid, humanely equitable, characterized by camaraderie and teamness, and extending to interaction beyond the classroom into the community.

In terms of teaching style, the teachers in Ladson-Billings' study work hard to make sure that every student is actively engaged in learning because they understand that teaching is not telling. While focusing on basics like literacy and math, they find multiple ways to extend their students' thinking and abilities. Effective teachers of students of color take a direct, active approach to make sure that every student learns. Summarizing findings from an extensive review of research, Irvine (1992) asserts that effective teachers of African-American students take an active, direct approach to teaching; demonstrating, modeling, explaining, writing, giving feedback, reviewing, and emphasizing higher-order skills while avoiding excessive reliance on rote learning, drill, and practice. Such teachers carry out these activities within supportive learning environments that are free from sarcasm and excessive punishment.

Effective teachers according to Irvine (1992) and Ladson-Billings (1991,1992), are passionate about content and seek to contextualize teaching, helping students build bridges linking their everyday experiences to new knowledge. This developing knowledge is viewed as continuously re-created, recycled, shared. In addition, Ladson-Billings' culturally relevant teachers believe that Black students as a cultural group have special strengths that need to be explored and utilized in the classroom. .

Clearly teachers effectiveness with students of color depends on teachers' beliefs and actions, not merely on their own racial/ethnic background. Although, these are often interrelated, one does need to determine the other. Ehrenberg, Goldhaber, and Brewer (1994) analyzed survey data from the National Educational Longitudinal Study (NELS) to ascertain whether teachers' race, gender, and ethnicity (RGE) influenced how much their students learned, and whether a teacher's subjective evaluation of a student was correlated with the match between the student's and the teacher's RGE. They found that whereas teachers' RGE did not determine student learning as measured by test scores, teachers of color gave higher evaluations to students of color. Weiner ( )argues that, instead of looking only at traits of students and of teachers, research should take an ecological approach to the questions of student learning and achievement in urban schools, and of teacher preparation for these schools. An ecological approach would incorporate an understanding of how the school as a system affects teaching and learning:

> ...pinning school success on discrete characteristics of parents, teachers, or students is politically destructive because it encourages each party to blame the other for failure, rather than collaborating to understand and correct the conditions that make the school environment unrewarding for all involved. (p.105)

Carter and Goodwin (1994) assert that every teacher brings his or her unique racial identity resolution to the educational enterprise and that "educators need to understand their own levels of racial identity development in order to change their perceptions and expectations of children of color" (p.324). Other researchers have examined teacher expectations for students of color without simultaneously looking at the ethnicities of the teachers themselves. Holliday (1985) found that African-American students' achievement was significantly influenced by teachers' perceptions of them; Moore & Johnson (1983) found that teachers' predictions of students' future occupation was in line with the ethnically segmented and stratified structure of the current U.S. labor force. A number of studies have found that teachers hold more negative perceptions of African-American students than of White students (Ross & Jackson, 1991; Washington, 1982 Cornbleth & Korth, 1980) and that they give more negative feedback to African-American students (Irvine, 1985; Aaron & Powell, 1982). This is sometimes as true for African-American teachers as for White teachers.

The efforts of current teacher education programs to counteract these biases are useful but partial. The Teacher Education and Learning to Teach (TELT) study of ten teacher preparation programs found that the degree to which learner diversity was considered a central theme in a program depended on how the program defined its clientele and the contexts in which they teach. In addition, issues of learner diversity were largely segregated in social foundations or psychology courses; methods instructors appeared to pay little or no attention to issues of learner diversity. In those programs that did address issues of learner diversity, faculty defined their tasks in terms of multicultural inclusion: provide prospective teachers with information about the history, culture, and preferred learning styles of various ethnic groups as well as exhorting teachers to include in their own teaching more information about people historically excluded from the curriculum. (NCRTL, 1991 p. 52) More transformational approaches seemed to be rare.

SECTION II - The Teaching Force

In 1993-94 the K-12 U.S. teaching force was approximately 2.6 million. Of this number, approximately 13 percent were teachers of color (see Table 1). In 1993-94, of the K-12 public school teacher work force, 7.0 percent of the teachers were African-American, while African-American students represent up 16.1 percent of all public school students; 4.0 percent of the teachers were Hispanic, as compared to a Hispanic student population of 12.7 percent; 1.0 percent were Asian/Pacific Islander as compared to 3.6 of students and fewer than 1.0 percent of teachers were Native American, as compared to just over 1 percent of students. Overall, 87.0 percent of public school teachers were White, as compared with 66.1 percent of public school students. (see Tables 1and 3) (Snyder and Hoffman 1995 p. 60, 77)

The average American public school teacher is a White woman in her early forties, who is married with children and has a spouse that is employed. (NEA, 1992). Using years of teaching experience as a gauge, we estimate that in the public school sector Hispanic teachers are younger than teachers in all groups other than White, with 48.8 percent having less than 10 years of experience and only 17.1 percent with more than 20 years of experience. On the other hand, African-American teachers are the older than their counterparts, with 29.4 percent having less than 10 years of experience and 35.3 percent with more than 20 years experience. (see Table 2). In regard to educational attainment, a greater proportion of African-American, Hispanic, Asian or Pacific Islander teachers hold doctorates than White or Native American teachers. A greater percentage of African-American teachers hold masters degrees than any other group. Asian-American teachers lead all groups in education specialist certificates. (Snyder and Hoffman, 1995, p.77)

Table 1
Public Elementary and Secondary School Teachers,
by Race/Ethnicity, 1993-1994

Racial/Ethnic Group	N	%
White (non-Hispanic)	2,216,605	87.0
Black (non-Hispanic)	188,371	7.0
Hispanic	108,744	4.0
Asian/Pacific Islander	27,510	-
American Indian/Alaskan Native	20,064	-
TOTAL	2,561,294	100.0

Source: U.S. Department of Education, National Center for Education Statistics, Snyder and Hoffman *Digest of Education Statistics, 1995* Schools and Staffing Survey, 1993-94. Table 66, p. 77.

Table 2
Enrollment in public elementary and secondary schools, by race/ethnicity:
Fall 1986 and Fall 1993
(in percent)

Race/ethnicity	1986	1993
TOTAL	100.0	100.0
White, non-Hispanic	70.4	66.1
Black, non-Hispanic	16.1	16.6
Hispanic	9.9	12.7
Asian/Pacific American	2.8	3.6
American Indian / Alaskan Native	.9	1.1

Source: U.S. Department of Education, OERI, National Center for Education Statistics, Snyder & Hoffman *Digest of Education Statistics, 1995*, p. 60

Teachers of color are much more likely to teach in central cities, in schools with a large population of students of color, and in public schools rather than in private schools (See Table 4) (NCES, 1993b, pp. 34, 40). For example, during the 1990-91 school year, teachers of color constitute 26.2 percent of the public teaching force in central cities as compared to 13 percent of the total public school teaching force; African American teachers were 16 percent and Hispanic teachers constituted 6.6 percent of central-city public school teachers -- about twice their overall representation the overall teaching force public schools (See Table 4) (NCES, 1993b, p.34). Although African-American, Hispanic and Asian-American teacher representation is greatest in the central cities and urban fringe areas, their presence is dwarfed in relation to the proportion of students from their respective groups. Similarly, while diversity among school principals is even greater than among teachers, it is insufficient to meet the educational needs of the nation's highly diverse inner cities and corridors.

While it is somewhat heartening that there is a core of educators of color in urban and suburban areas, there are few in rural and small towns. These communities, too, are increasing in student racial/ethnic and linguistic diversity and are often less able to compete with larger school districts. Spears, Oliver and Maes (1990) report that in rural communities west of the Mississippi river, all-Anglo communities have difficulty in locating and attracting non-White teachers, and racially and ethnically diverse communities have difficulty helping local citizens gain the proper credentials. Techniques for increasing student access to teachers of color range from joint appointments with local Native American tribal governments to hiring an Asian American resource teacher to rotate among school districts for a period of two weeks. (pp. 45-46)

Larger districts in more urbanized settings tend to pay higher teacher salaries for teachers with the same qualifications than do other size districts (although disadvantaged cities pay less than surrounding suburbs). Further, there is some evidence of lower salaries being paid to minorities. (Chambers and Fowler, 1995, p. 16-17). For various reasons (e.g., remote areas, poor salary structures) some cities and poor rural districts have difficulty in securing well trained educational personnel. When considering the concentration of African-American teachers in urban centers, we must also note the critical mass of individuals who have more than 20 years working experience and will reach retirement age sooner than teachers from other groups.

Rewards and Incentives

The work of Chambers and Fowler is (1995) instructive in analyzing the incentives of educators of color. In their study to develop a national , geographic "teacher cost index" and accounting for possible interactions between the composition of the students and the racial ethnic background of the teacher, the authors state that "the evidence that compensating differentials are being received by teachers working in schools or school districts with high percentages of minority populations is not strong" (p. 45). However, they found the percentage of Hispanic students at the school level as statistically significant and positively related to salaries. At the district level they found that only the percentage of Asian American or Pacific Islanders is positively associated with teacher salaries. They conclude that " The lack of strong impact of student racial-ethnic background on teacher salaries may also reflect a *balance* between the number of teaching positions in districts with high proportions of minority students and the number of teachers who are not adverse to teaching in these circumstances" (p. 45) Other analysis, however would note that funding patterns systematically depress expenditures and teacher salaries in districts serving large numbers of students of color, and this creates chronic shortages of qualified teachers rather than a balance between supply and demand (Darling-Hammond, 1995; Ferguson, 1991). At the same time a number of studies find prospective teachers of color much more interested in teaching in predominately minority urban school systems than other prospective teachers (Howey and Zimpher 1993; King 1993a; Louis Harris, 1988)

The notion that educators of color may have varying reward and incentive structures and needs is consistent with Dilworth (1990) and Kottkamp et al . (1987). The latter authors found differences among White, Cuban and African-American teachers in general satisfaction; receipt of various types of rewards; orientations towards colleagues and individuals in authority positions; and desire to teach certain types of children. In reviewing their work, Dilworth concludes that African-Americans, as a group, are probably able to derive the highest amount of incentive value from the students that they currently teach, while White teachers, as a group likely derive the lowest incentive value (p. 34).

Influences on the Supply

For the last few decades, the largest pool of prospective teachers has been individuals pursuing an education degree. Although a significant number of newly employed teachers in a given school year are returning to the profession following periods of child rearing, are transfers from other school systems, or have delayed entry, recent education school graduates provide the base, or mainstay from which local communities hire. More of these now include graduates of post-baccalaureate programs, including mid-career changers. Other sources of teachers have much less training including modestly prepared liberal arts graduates, and retiring business and military professionals. Our sense is that public school systems rely on the latter group when the they feel that colleges and universities have failed to deliver. While there is a need for teachers skilled in certain disciplines however, there is no shortage of "qualified" teachers in this country. In some cases, school systems appeal to these other sources to provide sorely needed racial/ethnic and linguistic diversity. This is a practical, yet troubling solution. Given the complexity of what we have come to understand as essential knowledge for learning it is nearly impossible to advance student achievement with abbreviated pedagogical training.

The current teaching population is largely a result of more than two decades of change in education and employment policies crafted by a host of state, federal, and local agencies as well as numerous professional organizations and certifying bodies. Many of these efforts have been designed to improve quality and access to higher education and teaching and were accompanied by private campaigns designed to enhance the public perception of the profession. The general benefits of these reforms have been greater educational attainment for students, as well as broader access to colleges and universities and career choices particularly for women and members of traditionally under-represented groups. For instance, since the mid-1970s, the percentages of 18-to-24-year-olds of all races who complete high school and enroll in college have continued to rise. (ACE, 1995, pp.62,63).

There is no single answer to why the education profession has remained overwhelmingly White during two decades of significantly increased demographic diversity. Whereas teaching was once one of only a few career options open to many people of color, the opening of other occupations triggered a sharp decline in the number of entering teachers of color during the late 1970s and 1980s. Evidence suggests that teachers of color increasingly make the choice to teach deliberately and proactively, recognizing that other career options are available. Although more college students of color are choosing to teach now than a decade ago, many leave teaching when they are unsupported in their early years on the job. Thus, the challenge is one of retention as well as recruitment.

Beginning in the 1970s and continuing well into the 1980s, sharp drops in the number and proportion of college students of color choosing to major in education raised concern among policymakers and members of the profession (Murnane, et al., 1991). Several concurrent trends were related to this decline. First, greater equalization of educational and job opportunities in the late 1960s and early 1970s swayed many people of color toward better-paying and more prestigious fields. Second, a surplus of teachers throughout the 1970s and simultaneous declining teacher salaries pushed many who may have wanted to teach toward fields with better job prospects. Finally, undergraduate participation for low- to moderate-income Blacks, Hispanics, and Native Americans

students was compromised by changes in student financial aid policies imposed during the early 1980s. Since teaching traditionally attracts first-generation college students seeking upward career mobility, there is no doubt that these trends likely contributed to the decreasing pool of prospective teachers well into the 1980s (Darling-Hammond, Pittman, & Ottinger, 1987, Garibaldi, 1989).

Competency testing offers another explanation for the decrease in teaching candidates of color during the 1980s. The pool of eligible entrants was limited by competency tests initiated by 46 states for admission into teacher education programs, exit from programs and/ or for certification. (Darling-Hammond & Berry, 1988; Dilworth, 1990, 1984). A number of studies conducted during this period concluded that competency testing, whether used for admission into teacher education programs or for state licensure, resulted in significantly lower pass rates for Blacks and for Hispanics than for Whites in many states (Garcia, 1985; Goertz & Pitcher, 1985; Haney, Madaus, & Kreitzer, 1987; Rebell, 1986; Smith, 1987; Garibaldi, 1986). Smith (1987), for example, surveyed states that used teacher competency tests during the mid-1980s and found that typical passing rates on admission and certification tests range from 15 percent to 50 percent for Black candidates, 39 percent to 65 percent for Hispanic candidates, 37 percent to 77 percent for Asian American candidates, and 20 percent to 67 percent for Native American candidates, compared to 71 percent to 96 percent for White candidates. This phenomenon has been attributed to several causes, including test bias (Medley & Quirk, 1974; Poggio, Burry, Glasnapp, Miller, & Tollefson, 1985; Quirk, Witten, & Weinberg, 1973) and substandard K-12 education for large segments of the population of public school students of color (Rebell, 1986). The fact that the tests have very low predictive validity (Quick, Witten & Weinberg, 1973; Haney, Madaus & Kreitzer, 1987) makes this phenomenon even more troubling. In their analysis of the research on teacher testing, Haney, Madaus, and Kreitzer concluded that "current teacher tests, and the manner in which cut-scores are being set on them, are differentiating among candidates far more strongly on the basis of race than they are on the basis of teacher quality" (p.227).

Cox (1993) elaborates on these problems as related to recruitment of Latino teachers:

> Academic support, program counselling, financial, and orientation programs in teacher education programs seldom target Latino students. With the exception of bilingual education, "business as usual" attitudes and curriculum prevail in programs preparing teachers to work with Latino students. Schools of education that have developed special programs to address the recruitment and successful participation of Latinos as future teachers have failed to document their successes or disseminate information about their practices. (p.9)
>
> ...One major barrier to producing more Latino teachers is the requirement to demonstrate proficiency in basic skills by passing a standardized test... These tests carry racial and ethnic group biases and there is no correlation between passing the standardized test and success in classroom teaching... State teacher certification agencies do not adequately monitor the impact of teachers' preparation on their

> students. Furthermore, teacher education programs do not accept responsibility for the progress of the teachers they educate, but rely on the assessments of regional accrediting bodies... Because the majority come from low-income households, most Latino students require substantial and predictable financial aid. This is especially true for Latino teacher candidates because completing a teacher education program requires more than the four years conventionally required for undergraduate education... (pp.13,14)

The testing requirements for teaching have far exceeded those of any other bachelor's-level occupation, and testing outcomes have interacted with the trends in occupational choice noted above. During the 1980s, there was a widespread belief and some evidence that the "quality" of new entrants to teaching was declining. As more academically able and better-prepared students of color fled to other fields, a greater share of the much smaller number choosing teaching, tended to come from academic backgrounds that made them ill-prepared to handle the new requirements in teaching. For example, during the lowest recruitment point in the early 1980s, education was one of the fields least selected by those students scoring highest on aptitude and achievement tests (Lanier & Little, 1986; Southern Regional Education Board [SREB], 1985; Vance & Schlechty, 1982). Also, in the 1980s, those who defected from teaching at each point after choosing an education major (i.e. failing to enter teaching and failing to remain) were disproportionately comprised of high test scorers (Vance & Schlechty, 1982; NCES, 1985; Murnane, Singer, & Willett, 1989).

Attrition rates for African-American teacher education students appear to be higher than those for other students. A study conducted by the American Association of Colleges for Teacher Education (AACTE, 1992) examined high school GPA, SAT and ACT scores, and transcripts of 712 teacher education students who were sophomores in traditional four-year teacher education programs in 1985 and 1986. A significant correlation was found between high school GPA and success in teacher education programs for the entire sample. The analyses also indicated that high school GPA was a better predictor of success for all teacher education students than were SAT scores. However, while combined SAT scores (SAT-math and SAT-verbal) predicted success for Whites, only the SAT-verbal scores were found to predict success for Blacks. Data from this study on graduation rates by race/ethnicity indicate that about 72 percent of White students and 75 percent of Hispanic students who enrolled in teacher education programs in the fall of 1985 and 1986 graduated by 1989. The percentage for Black students was 66 percent indicating a higher attrition rate for Blacks than for their White and Hispanic counterparts.

Prompted by public demands for accountability during a period of massive educational reform, many teacher competency tests of the 1980s were poorly designed, hastily imposed and were used as the sole criterion for entry into the profession. Educational researchers have since had the opportunity to research and construct more meaningful gauges of knowledge and performance. We now recognize that many of the assessments of the previous decade not only had a limiting impact on the participation of people of color, but also forced the teacher education enterprise into a test response mode rather than one of thoughtful inquiry and improved practice.

Recent indicators suggest that as demand and interest have increased alongside salary improvements and school reforms, discouraging trends in the composition of the future teaching force have substantially changed since the 1980s. This change is reflected in the academic caliber of teacher education students. For example, in order to ensure adequate preparation, many teacher education institutions require higher grade point averages (GPAs) and test scores for admission than in the past (Darling-Hammond & Berry, 1988; Howey & Zimpher, 1993). Consequently, the academic qualifications of prospective teachers are now more solid than they were a decade ago and stronger than those of the average college graduate. The GPAs of newly qualified teachers in 1991 were noticeably higher than those of other bachelor's degree recipients, with 50 percent of newly qualified teachers earning an average of 3.25 or better as compared to 40 percent of all college graduates (Gray, Cahalan, Hein, Litman, Severynse, Warren, & Wisan, 1993).

Some programs have become noticeably more successful at recruiting and retaining teachers of color and at preparing their students for culturally responsive teaching. In a study of three restructured urban teacher education programs which give attention to diversity in teaching and learning, Villegas (1995) found that four major institutional factors were found to contribute to the success of these teacher education programs: (a) commitment to multiculturalism; (b) support services for participating students; (c) financial incentives; and (d) use of cohort groups. Further, Villegas found that the teacher education curricula in these three programs share at least three important features: (a) an urban orientation; (b) a clear vision of what teachers need to know and be able to do to succeed with students from different cultural backgrounds; and (c) a strong field component. And the success of this curriculum was found to depend on faculty who are committed to good teaching; those who believe that all students can learn within an inclusive learning environment.

Prospective Teaching Pool

The nation's prospective teaching force is described in the literature as largely comprised of young White women who hope to teach in communities similar to their home communities; and who are reluctant to teach students who are physically or mentally challenged and/or students who come from backgrounds other than their own. (Burstein and Cabello 1989, AACTE 1989, Zimpher and Ashburn 1992) Yet, as we have noted, the proportions of non-White students have steadily increased within the past two decades and currently represent approximately 34 percent of the nation's public school student population. Students of color are more heavily concentrated in the public sector than in private schools, and in central cities than in suburban or rural areas. At the same time, a noticeable proportion of these students are in rural high poverty schools, and an increasing number are undeserved in neighboring suburban areas.

Table 3
Teachers in Public Elementary and Secondary Schools

Years of Full-time Teaching Experience, by race/ethnicity
1993-1994
(in percent)

Race/ethnicity	Less than 10 Years	More than 20 Years
White (non-Hispanic)	54.0	30.0
Black (non-Hispanic)	29.4	35.3
Hispanic	48.8	17.1
Asian or Pacific American	44.6	26.2
American Indian or Alaskan Native	39.1	26.6

Source: U.S. Department of Education, National Center for Education Statistics, Snyder and Hoffman, *Digest of Education Statistics, 1995* Schools and Staffing Survey, 1993-94. Table 66, p. 77.

Table 4
Distribution of schools, teachers and principals of color
by race/ethnicity (in percent)

	% Teachers of color in schools				Average % teachers of color	Average % principals of color
	None	1-9%	10-29%	30%+		
TOTAL	49.0	21.4	17.1	12.5	11.5	12.3
PUBLIC	43.6	23.9	19.0	13.5	12.4	14.1
Central city	15.8	19.6	30.3	34.4	26.2	30.0
Urban fringe/large town	33.6	35.6	21.7	9.1	11.0	13.2
Rural/ small town	61.7	19.8	12.3	6.2	6.8	6.7
PRIVATE	66.3	13.5	11.2	9.0	8.3	6.3
Central city	53.7	17.6	13.2	15.5	12.9	7.8
Urban fringe/ large town	66.1	15.6	13.2	5.1	6.4	5.5
Rural/ small town	82.2	6.1	6.6	5.0	4.7	3.9

Source: U.S. Department of Education, National Center for Education Statistics, Bobbitt et al. *Schools, and Staffing in the United States: A Stistical Profile 1990-91* (School and Administrator Questionnaires).

Approximately four-fifths of teacher education students are female. Teacher education students are slightly older than the typical college student, averaging 25.7 years of age. In 1990, one in three of those students was married, 94 percent were enrolled full-time, and most were engaged in some kind of paid employment, averaging six hours weekly (AACTE, 1991). An AACTE study conducted in 1990 found 47.8 percent of White, 45.5 percent of Black, 54 percent of Hispanic, and 44.5 percent of Asian/Pacific Islander teacher education students were over the age of 24 (AACTE, 1990). This offers a slightly different racial/ethnic profile than of practicing teachers. Specifically, the data indicate that Hispanic teachers are among the youngest in the professional ranks, yet Hispanic teacher candidates appear to be older than their counterparts. This may reflect the nature of some recruitment and retention programs that are targeted to upgrade the credentials of experienced para-educators many of whom are Hispanic and bilingual, and older than traditional college age students.

The data also indicate that a significant proportion of bachelors-level teacher education students transfer from two year, community colleges. Specifically, while 58 percent of teacher education students enter their current institution as freshman, the remaining 42 percent transfer from another institution. Of students who transfer, 43 percent come from a community college, 6 percent from a two-year branch or extension campus, 30 percent from a college, and 19 percent from a private college (AACTE, 1990b). The proportion of teacher education students who transfer into

bachelor level programs also varies by race/ethnicity. Specifically, Hispanics (37.8 percent) and Asian/Pacific Islanders (33.3 percent) previously attended 2-year institutions more often than Blacks (19.1 percent) and Whites (24 percent). (AACTE, 1990).

Program structure and the type of institution that students choose to attend structure are important considerations in recruiting prospective candidates of color. A number of teacher education programs have collaborated with two year colleges to recruit prospective teachers of color. Techniques range from easier and more secure articulation arrangements to joint registration and course offerings. Although the nature of college transfer lengthens the actual time a student spends pursuing a degree, recent efforts by many institutions and states to restructure initial teacher certification to a post-baccalaureate requirement will undoubtedly extend this time further and will likely impact the participation of individuals from traditionally under-represented groups.

The most recent data available indicate an increase in the number of African American, Hispanic, Asian/Pacific Island and Native Americans who are enrolled in schools, colleges and departments of education (SCDE) since 1989. (AACTE, 1994) Teacher education enrollments from 1989 to 1991 increased most for Hispanics (44 percent), followed by Native American/Alaskan Natives (29 percent), Asian/Pacific Islanders (22 percent), and African-Americans (11 percent). In 1991, the average SCDE enrolled 459 White, 41 Black, 18 Hispanic, 7 Asian American, 5 Pacific Islander, 7 Native American, 1 Alaska Native, 5 International/non-Resident, and 42 other undergraduate students. (see Table 6)

It is particularly noteworthy that Historically Black Institutions (HBI), that represent roughly 10 percent of all SCDEs, enroll approximately 44 percent of all African-Americans in education programs. It is also interesting to note that the gender composition of current teacher education students is overwhelming female in all racial/ethnic groups except for Alaskan Natives (Table 7).

When given the opportunity, college students of all backgrounds are remarkably similar in their career choices. Students of color are attracted to professions by the very same things as others - - respect and prestige, monetary compensation, working conditions, stability etc. For teachers from all backgrounds we may add the desire of wanting to "help children grow and develop". (Dilworth, 1990) Education is the third most popular degree area for all bachelor degree recipients and the third most popular among students of color. While this participation rate represents only a 2 percent decrease since 1981 for all students, it represents a 27 percent decrease in the participation of minorities in education. When we consider the low participation of students of color in education for more than a decade and the demographic shift in the K-12 student population during the same period, it is clear that recruitment programs that extend beyond the current college student population are appropriate.

Table 5
SCDE Enrollments by Race and Ethnicity, 1989 and 1991

	1989		1991		
	N	%	N	%	% Change in Enrollment
White, non-Hispanic	426,748	86.5	460,377	84.7	+7.6
Black, non-Hispanic	33,436	6.8	37,422	6.9	+11.9
Hispanic	13,533	2.7	19,327	3.6	+44.1
Asian/Pacific Islander	4,469	-	5,316	1.0	+22.4
Am. Indian/Alaskan Nat.	2,282	-	2,976	-	+28.9
Other	13,138	2.7	17,964	3.3	+36.7
Total	493,606	100.0	543,382	100.0	+9.9

"-" indicates less than one percent. Totals may not equal 100 due to rounding.
Source: AACTE, *Teacher Education Enrollment Survey,* Fall 1989, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1991.

Table 6
Mean SCDE Enrollments by Race and Ethnicity, 1987, 1989 and 1991

	1987	1989	1991
White, non-Hispanic	362	388	459
Black, non-Hispanic	22	28	41
Hispanic	7	11	29
Asian/Pacific Islander	3	3	8
Am. Indian/Alaskan Nat.	2	2	7
Other	7	7	27

Source: AACTE, *Teacher Education Enrollment Survey*, Fall 1987, *Teacher Education Enrollment Survey,* Fall 1989, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1991.

Table 7
SCDE Enrollment, by Race/Ethnicity and Gender, 1991

Race/ethnicity	Male		Female	
	N	%	N	%
White (non-Hispanic)	109,082	23.8	349,397	76.2
Black/African-American	10,592	27.1	28,461	72.9
Hispanic	4,586	23.8	14,680	76.2
Asian American	1,562	30.7	3,523	69.3
Pacific Islander	147	25.7	426	74.3
Native American/American Indian	695	25.9	1,985	74.1
Alaskan Native	58	65.9	30	34.1
International or non-Resident	1,915	36.9	3,273	63.1
Other	3,098	24.1	9,747	75.9

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

Despite recent increases in the proportion of teachers of color, the severe declines in education enrollment during the 1970s and 80s have not yet been reversed. From 1981 to 1991, degrees granted to people of color increased by 56.3 percent in business, by 36.5 percent in the social sciences, by 31.4 percent in health professions, 48.3 percent in biological and life sciences, and by 88.9 percent in the field of engineering. [citation] Meanwhile, between 1977 and 1992, education degrees dropped almost 25 percent. Although Hispanic and Asian/Pacific Islander degrees showed distinct improvement over that period (increases of 2.2 and 9.3 percent respectively), the number of Black baccalaureate education degrees dropped by almost 60 percent and master's degrees by nearly half.

Table 8

Number and Percent of Bachelor's Degrees Conferred in Education by Race/Ethnicity: 1977-1992

	1977		1979		1981	
	N	%	N	%	N	%
White, non-Hispanic	125,148	87.2	108,949	86.6	93,724	86.6
Black, non-Hispanic	12,992	9.1	11,509	9.1	9,494	8.8
Hispanic	3,050	2.1	3,029	2.4	2,847	2.6
Am. Indian/Alaskan Nat.	707	-	645	-	569	-
Asian/Pacific Islander	894	-	785	-	723	-
Nonresident Alien	741	-	869	-	908	-
Total	143,532		125,786		108,265	

	1985		1987		1989	
	N	%	N	%	N	%
White, non-Hispanic	77,531	88.3	78,216	89.8	88,276	90.9
Black, non-Hispanic	5,456	6.2	4,253	4.9	4,245	4.5
Hispanic	2,533	2.9	2,223	2.6	2,281	2.3
Am. Indian/Alaskan Nat.	483	-	452	-	533	-
Asian/Pacific Islander	770	-	1,092	1.3	1,106	1.1
Nonresident Alien	1,015	1.2	847	1.0	641	-
Total	87,788		87,083		97,082	

	1991		1992		Change (1977-92)
	N	%	N	%	%
White, non-Hispanic	100,141	90.4	97,460	90.2	-22.1
Black, non-Hispanic	4,816	4.3	5,226	4.8	-59.8
Hispanic	3,503	3.2	3,116	2.9	+2.2
Am. Indian/Alaskan Nat.	618	-	654	-	-7.5
Asian/Pacific Islander	890	-	977	-	+9.3
Nonresident Alien	839	-	573	-	-22.7
Total	110,807		108,006		-24.8

Note: "-" indicates less than one percent.

Source: *The Condition of Education*, Volume 2 Postsecondary Education (1989). Washington, DC: USED/OERI pp. 78-80. *Digest of Education Statistics*. (1990). Washington, DC: USED/OERI p. 253. *Digest of Education Statistics*. (1992). Washington, DC: USED/OERI p. 275.*Digest of Education Statistics*. (1994). Washington, DC: USED/OERI p. 279-80.

Table 9
Master's Degrees in Education: 1979-1991

	1979	1981	1990	1991
African-American	10,829	8,645	5,625	5,836
Hispanic	2,804	2,831	2,542	2,741
Asian American	963	973	1,023	1,121
Native American	451	453	411	413

Sources: Office for Civil Rights OC], U.S. Department of Education, *Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-79* [Washington: GPO, 1981], pp.264-1145, U.S. Department of Education, National Center for Education Statistics, *Race/Ethnicity Trends in Degrees Conferred by Institutions of Higher Education: 1980-81*, Washington, DC: Office of Educational Research and Improvement, May 1992; and *Digest of Education Statistics*, Washington, DC: Office of Educational Research and Improvement, 1993.

In addition to degree attainment, there are several ways to identify the pool of prospective teachers. For example, the OERI Recent College Graduates study as reported in the publication, New Teachers in the Job Market, offers some data on certification and certification eligibility. These data indicate that approximately 12 percent of newly qualified teachers (NQT's) are of color. Numerically, most of these new teachers of color are certified or eligible for certification. At the time, a disproportionate share (19%) of the much smaller number who are not eligible for certification or certified are from traditionally under-represented groups. (Table 10). Most of this latter group teach for only a year or less, cycling in and out of teaching rapidly.

Yet another measure of new teacher supply is provided by the OERI Schools and Staffing Survey as reported in Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools, 1988-1991. Specifically, the data indicate that in 1987-88, newly hired public school teachers of color were disproportionately represented (12 percent) in the delayed entrants pool (those who waited at least one year between the time they received their license and the time they became employed as teachers (Rollefson & Broughman, 1995). The percentage of delayed entrants of color increased to almost 15 percent in 1990-91, at the same time the percentage of newly minted increased from 9 percent to 13 percent. This may confirm anecdotal evidence about would-be teachers who either could not find employment in the tighter hiring years of the mid-1980s or who took the more popular route into business jobs at that time, and who are now motivated and able to find teaching employment (Table 11).

Of those who prepare to teach, only about 60 to 70 percent actually enter teaching the year after their graduation, and the proportion is even lower for teacher candidates of color (Darling-Hammond, 1990; Haggstrom, Darling-Hammond, & Grissmer, 1988; Choy, S.P., et al.,, 1993a). In 1985, about 74 percent of the total number of those newly qualified to teach applied for teaching jobs, and just under 50 percent ended up teaching full-time. However, only 38 percent of the newly qualified candidates of color entered teaching full-time (Choy, S.P., et al., 1993a; Gray et al., 1993).

African-Americans who were newly qualified to teach in 1985 were the most likely group to be certified but not teaching (Darling-Hammond, 1990). While 14,600 African-American degree recipients were eligible or licensed to teach in 1984, only 8,500 of them were actually teaching a year later. At that same time, only 2,700 of 4,100 licensed recent Hispanic graduates were employed in teaching (NCES, 1983; 1985). These data demonstrate that the decline in the presence of people of color in teaching is not just due to failure to enter or complete teacher education, but to other factors that dissuade candidates from entering and staying in teaching.

Table 10
Characteristics of bachelor NQTs by eligibility/certification status, 1991

(122,000)	NQT's not eligible or certified (140,000)	NQT's eligible or certified	All NQTs (18,739)
Age			
20-23	34.0	21.5	23.4
24-24	41.2	42.1	42.0
26 and older	24.8	36.4	34.7
Gender			
Male	43.4	26.6	29.0
Female	56.6	73.4	71.0
Race/ethnicity			
Am. Indian/Alaskan Native	0.5	0.7	0.7
Asian/Pacific Islander	1.3	1.3	1.3
Black, non-Hispanic	14.0	4.8	6.2
Hispanic	3.1	3.9	3.8
White, non-Hispanic	81.1	89.3	88.1
Marital Status			
Single	74.0	57.1	59.8
Married	22.7	38.4	36.1
Separated, divorced, or widowed	3.6	4.5	4.4

Note: Of the total NQTs not certified or eligible (18,739), there were 5,814 with teaching as a primary job: 1,298 with teaching as second job; and 11,826 were not teaching at the time of the study but had taught at some time since obtaining degree. Percentages in each category may not add to 100 due to rounding.
Source: U.S. Department of Education, National Center for Education Statistics,Gray, L. et al., *New Teachers in the Job Market, 1991 Update*. Recent College Graduates Survey.

Table 11
Total number of newly hired minority public and private school teachers by selected characteristics, 1990-91

	Public		Private	
	Total number	percent minority	Total number	percent minority
Total	133,798	11.2	42,817	7.3
Newly minted	45,165	13.1	9,502	8.5
Delayed entrants	26,012	14.8	8,290	5.0
Transfers	21,747	9.5	9,386	8.8
Re-entrants	40,874	7.6	15,640	6.9

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Who is leaving?

The likelihood of leaving teaching differs by age, gender, years of experience, academic background, level, specialty field, salary, and workplace conditions (Darling-Hammond, 1990; Darling-Hammond & Hudson, 1990; Haggstrom, et al., 1988; Murnane & Olsen, 1990; Sclan, 1993). People of color were once more likely to stay in teaching than Whites, perhaps because fewer alternative career opportunities were available (Grissmer & Kirby, 1987, Dilworth 1990). But with an increase in their career options, recruits of color are less plentiful and those who do enter teaching are just as likely to leave the field as are White teachers. During the 1970s, Black teachers were less likely to leave teaching than White teachers (Murnane & Olsen, 1988), but, a decade later, there was little difference between Black (5.1 percent) and White (5.7 percent) attrition rates in 1987-88 and 1988-89 (NCES, 1991).

In a study of the career paths of 2,535 African-American teachers who began their careers in North Carolina between 1974 and 1982, Kemple (1989) found that the majority of the teachers in his sample tend to stay in teaching once they enter, and are reasonably likely to return to teaching if they leave, which suggests to Kemple that the primary efforts at increasing the representation of Black teachers should focus on the early stages of the educational pipeline: better elementary and secondary school educational opportunities; greater access to higher education; better incentives to pursue education as a major; and more support services in teacher education programs. Kemple also found that there is a disproportionate drain on African-American teachers who are most in demand both inside and outside the teacher labor market, related to the fact that African-American women, who represent the vast majority of teachers in his sample, are gaining greater access to higher paying and more prestigious occupations.

Sclan (1993) found that among first-year teachers, African-Americans were just as likely to say they planned to leave in teaching as were White teachers. Harris and Associates (1988) reported

that a lower proportion of entrants of color plan to stay in teaching, especially in the inner cities. The 1988 Harris and Associates study predicted that minorities were going to leave the teaching profession in disproportionately greater numbers than their White counterparts. That study stated that "Overall, 40 percent of the minority teachers say they are likely to leave teaching over the next five years compared to 25 percent of non-minority students....Less experienced minority teachers are the most likely to say that they will leave. Fully 55 percent of minority teachers with less than five years of teaching experience say that they are likely to leave" (Harris, 1988).

New teachers typically leave teaching at much higher rates than experienced teachers, and data on actual attrition for new teachers are not available by race. For all teachers, higher attrition rates seem to be more true for people of color in private schools who left at a rate of 21.4 percent in 1987-88, but it does not appear to have been entirely true for minorities in public schools, who left at a rate of only 4.4 percent in 1987-88 (see Table 12 below). That rate did increase to exceed that of whites in 1990-91, but only to 5.3 percent. (Bobbitt, et. al, 1994).

In looking at attrition rates by race and ethnicity some interesting points emerge. In 1987-88, the highest attrition rate was among Black public and private school teachers (5.1 and 34.7 respectively). Although the African-American attrition rate in public schools was below the total rate of 5.6, the attrition rate for Blacks in private schools was more than double the total rate of 12.7. The lowest attrition rate for minority public school teachers in 1987-88 was among Hispanics, with a rate of 2.9, and the lowest rate in 1990-91 among American Indian, Aleut, and Eskimo public school teachers at 1.7. These numbers pale in comparison to the attrition rates among other minorities in private schools, with Hispanics leaving at a rate of 21.3 percent, and American Indian, Aleut, and Eskimo teachers leaving at a rate of 17.5 percent. (Bobbit, et.al, 1994).

Overall attrition rates are lower now than they will be as more young teachers enter the profession and more older teachers retire. According to the National Education Association (NEA, 1991) a greater percentage of teachers have been in their current position 20 years or more than at any other time in the past 30 years. In addition, the percentage of all teachers with 10 or more years of service within their present systems increased to a high of almost 61 percent in 1986 and then fell slightly to 56 percent in 1991 (NEA 1992).

Table 12
Attrition rates from the teaching profession, by race/ethnicity:
1987-88 to 1988-89 and 1990-91 to 1991-92

	Public		Private	
	1987-88	1990-91	1987-88	1990-91
TOTAL	5.6	5.1	12.7	12.3
White, non-Hispanic	5.7	5.1	12.1	12.0
Total minority	4.4	5.3	21.4	15.4
Am. Indian, Aleut, Eskimo	3.1[2]	1.7[1]	17.5[2]	16.5[2]
Asian or Pacific Islander	4.2[2]	7.0[2]	8.8[2]	12.2[2]
Black, non-Hispanic	5.1[1]	6.1	34.7	19.3[1]
Hispanic	2.9	4.4	21.3[1]	13.6[1]
Not reported	6.1[1]	**	18.5[2]	**

Note: The 1987-88 data were not imputed; 1990-91 data were imputed. Coefficient of variation between 30% and 50%. Coefficient of variation greater than 50%.
Source: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

In 1990-91, 63 percent of Blacks, 40 percent of Hispanics and 72 percent of Asian/Pacific Islander teachers were over the age of forty. Sixty-two percent of Whites were over the age of forty (NEA, 1992). Although retirement only accounted for 30.4 percent of the reasons why public school teachers left the profession in 1991-92 (Bobbitt, et. al, 1994), the notion that the minority teaching population may be aging faster than their White counterparts indicates a need for concerted recruitment attention.

Aside from retirements, there are other factors that lead to individuals deciding to leave the teaching profession. Kottkamp et al. (1987) terms these "negative rewards," i.e., detractors from positive intrinsic and extrinsic rewards. They report that low salaries, discipline problems and, to a lesser extent, burnout are the most frequently cited deterrents or negative rewards for all racial/ethnic groups. (Table 13) In a different survey (AACTE, 1990), prospective teachers were asked why more minorities are not entering the profession, and responses were similar across all groups. (Table 14).

Some research suggests that factors likely to drive teachers of color from the profession include not being treated with respect, poor working conditions, inadequate salaries, professional/career opportunities outside the teaching profession and school politics . (Sabatini, 1994 King, 1993) In a study examining the factors contributing to the decline in numbers of African-American teachers, Page and Page (1991) surveyed 285 African-American teachers and found that, although African-American teachers generally reported positive views of factors related to the teaching career, they were not very likely to encourage their own sons and

daughters to enter the profession. In another study, 114 teachers of color who were interviewed by Gordon (1993) contended that students of color could become interested in teaching as a career if: 1) they were given the opportunity to assist other youth academically in order to feel what it means to "make a difference in a child's life;" 2) K-12 education improved so that children of color viewed their experience positively; and 3) the image of teachers improved.

Table 13
Teachers' top-ranked reasons why teachers are leaving the classroom, by race/ethnicity

(in percent)

	White	Black	Cuban
Low salaries	73	75	68
Discipline problems	62	75	60
Burnout/exhaustion	44	26	34
Frustration	25	17	28

Note: Kottkamp et al. asked practicing teacher to *rank* among 10 items reasons why teachers are leaving the profession.
Source: Kottkamp et al., table created for Dilworth, (1990). *Reading between the lines: Teachers and their racial/ethnic cultures*. Washington, DC: ERIC Clearinghouse on Teacher Education and American Association of Colleges for Teacher Education. 1990.

Table 14
Prospective teachers' reasons why minorities are not entering teaching, by race/ethnicity, 1988

(in percent)

	White	Black	Hispanic	Asian
Low salaries	44	74	62	53
Discipline problems	23	53	43	41
Burnout/exhaustion	12	29	30	41
Frustration	27	42	32	47

Note: AACTE's Metropolitan Life Survey asked teacher education students to *select* among 8 items reasons why minority students are not entering the profession.
Source: AACTE, *AACTE/Metropolitan Life Survey of Teacher Education Students*. Washington, DC, 1990.

Evidence suggests that teachers of color make the choice to teach deliberately and proactively, recognizing that other career options are available, and that a noteworthy sense of motivation and commitment to teach inner-city children is intrinsically interwoven with the teachers' own autobiographies (Jacullo-Noto, 1994). Factors likely to attract and keep teachers of color in teaching include perceiving themselves as role models for students of diverse backgrounds (Jacullo-Noto, 1994, Sabatini, 1994), making a difference in the lives of students (King, 1993, Sabatini, 1994), receiving social/emotional and professional support from multiple sources (Sabatini, 1994), and intellectual challenge (King, 1993).

Greater intellectual and financial incentives to stay in teaching may be needed to attract and retain talented teachers of color, as well as White teachers, in the profession. Current teachers' salary schedules and job descriptions maintain a flat career structure. The fight for uniform salary schedules was taken up by unions when women were routinely paid at lower rates than men, elementary teachers were paid less than secondary teachers, and Black teachers were paid at lower rates than Whites. Though there have been major equity benefits of the move to a single salary schedule, there are also some drawbacks of the way in which schedules have been developed. Typically, schedules are flat and guarantee smaller salary increases with increasing years of experience. Thus, there is typically not a wide range between the salaries of beginning teachers and those of the most experienced ones in any given district. This does not provide much incentive for long-term commitments to teaching or for taking on a variety of roles (Darling-Hammond and Cobb, 1995). The changes in these and other conditions of teaching are ultimately likely to be as important as recruitment incentives.

SECTION III - PROGRAM TRENDS

The education community has come to recognize the value of educators of color and has initiated activities to encourage and enable their participation in the profession. Recent programs tend to be more useful than in those offered in the previous decade which were limited in scope, isolated in placement and relatively ineffective. (Dilworth, 1990 p. ix). State legislative and administrative actions were either non-existent (AACTE, 1988c) or were limited to task forces and commissions that generated reports and recommendations, but little action. Today we find hundreds of pre-collegiate, college based and second career level initiatives that are sponsored by state and national government agencies, local school systems and agencies, professional and community based organizations, foundations, and businesses. Given large scale national efforts, we find a greater level of communication among individuals managing many of these initiatives. Formal and informal networks as well as conferences, publications and the media have contributed to what appear to be more effective, coherent efforts.

Research consistently advocates early identification and support as one strategy for increasing the pool of educators of color. At the same time, there is recognition that this approach requires a long time frame during a period of immediate need. Consequently, it is imperative that state and national efforts are multi-faceted. Researchers and practitioners offer many recommendations for "minority teacher recruitment and retention". Most propose a combination of the following approaches.

- Improved K-12 schooling for children of color (Education Commission of the States, 1990b, p.2; Irvine, 1995; Villegas, 1995);

- Better preparation for greater numbers of students of color for college, to increase the pool of those eligible and able to complete undergraduate education degrees (Bell & Steinmiller, 1988; Thompson, 1990, QEM 1990);

- Early identification of potential teaching candidates, in high school or before, coupled opportunities to gain information and experiences with teaching through future teacher clubs, tutoring or mentoring programs (Hunter-Boykin, 1992; Yopp, Yopp, & Taylor, 1992; RNT, 1993 Walker, Phillips and Richardson, 1993 AACTE, 1988a);

  Efforts to provide education leading to certification for para-educators/teacher aides; (Arends, Clemson, Henkelman 1992, Tomas Rivera Center 1993)

- Targeted recruitment at the two-year college level and enhanced articulation with upper level teacher education institutions (Anderson and Goertz 1995, Woods and Williams 1988);

- College and university teacher education initiatives that focus on recruitment and retention

support strategies (Contreras & Nicklas, 1993; Jacullo-Noto, 1991; Middleton, Mason, Stilwell, & Parker, 1988);

- Projects to interest and recruit people of color to teaching as a second career option (Haberman, 1989; Thompson, 1990; Taylor, 1994);

- Projects aimed at recent liberal arts graduates (Collison 1996)

Precollegiate Recruitment

Recruiting New Teachers, Inc. conducted an extensive survey of pre-collegiate teacher recruitment programs (RNT 1993). Of the programs surveyed, RNT found that teaching academies were more likely than other types of programs to yield student participants who actually entered, graduated from and/or who subsequently entered teaching. The authors acknowledge that these findings may demonstrate that academy directors are simply better equipped (and motivated) to track the progress made by exiting students. Approximately 38 percent of students participating in these programs are of color. (p.30). They identified five general areas of effort. Specifically, they are:

- magnet schools or teacher academies that incorporate a pre-professional teaching focus across their entire curriculum, permeating school mission and culture and serving as the basis for student and (in some cases) teacher selection;

- curriculum offerings that are credit bearing and part of the school curriculum;

- institutes and workshops that vary in length from one day to six weeks;

- extracurricular clubs e.g., Future Educators of America; and

- general career awareness activities where teaching is included as a career option among others (p. 16-17)

An example of a multifaceted, pre-college project is found in the efforts of two foundation-funded consortia. Taking a pipeline approach in working with students from the freshman through the senior year of high school, eight colleges and universities nurtured future educators clubs for 9th and 10th graders, a teaching internship program for 11th and 12th graders, and a summer enrichment program for students who have completed the internship experience. Another approach within this consortia involved a model designed to recruit, encourage, and support students of color in choosing teaching as a career through mentoring, counseling, and academic and clinical experiences. Several factors proved important to the success of these recruitment endeavors: identification of appropriate feeder high schools; ability to choose effective classroom teachers and/or school staff to work with the program; development of a

strong curriculum for the summer program; provision of financial incentives to participants; and meaningful academic year activities and internship experiences. Challenges to successful implementation of the programs include difficulty in securing the cooperation of schools; institutional policies that impede implementation of the program as planned; failure to identify participants likely to enter the teaching profession; failure of host institutions to admit student participants; and difficulty in implementing an evaluation plan (Clewell 1995).

In 1986, South Carolina established the South Carolina Center for Teacher Recruitment (SCCTR), to attract academically able students of high school and college age into teaching. Their 1990-91 research suggested that fewer than 5 percent of African American high school graduates in the top 50 percent of their classes had any interest in teacher training. However, 20 percent of the Cadets intending to teach were high-achieving students of color. In order to increase participation of student of color SCCTR has established a "Minority Teacher Partnership" with two historically Black colleges. In addition it has developed a "ProTeam" project aimed at middle school youngsters and their parents. (SCCTR 1991, RNT 1993) Learning from South Carolina's experience Project PRIME, hosted by Morgan State University and supported by the DeWitt Wallace Readers Digest Fund, has guided the majority of two year and upper level institutions in the state of Maryland in numerous pre-college activities to increase interest and participation of African American and other students of color in teacher education (Haynes, 1995).

While there are many factors that cause young people to stay in school, graduate, and enroll in an institution of higher learning, some recent studies have shown that career choices are often made at a much younger age than previously thought and that teachers have a persuasive role in determining whether a young person enters the teaching profession. Successful programs, like South Carolina's Teacher Cadet Program, and Project PRIME

- have clear entrance requirements and high expectations for participants';
- use hands-on apprenticeship activities, such as opportunities to work as a tutor or teachers aide to prepare and motivate their students; and
- have a long term commitment to helping their students make their way through the educational system.

Para-professional Pathways

The nation's 500,000 paraeducators represent another promising source of prospective teachers who are more representative of and more rooted in the communities they serve. A recent study by Recruiting New Teachers (in press) identified more than 150 programs working to help para-educators complete their education and become licensed to teach. These enrolled nearly 11,000 participants, 67 percent of whom are prospective teachers of color -- a cohort roughly

comparable in size to the nation's annual production of minority BAs in education. Nearly 10,000 program graduates have already entered teaching. Moreover, because paraeducator programs attract highly motivated individuals already familiar with challenging classroom environments -- and because the programs provide them with a range of supports required to help them succeed in challenging college programs -- the paraeducator programs exhibit significantly lower rates of attrition (a median rate of 11 percent) than many other teacher education programs. Some of these programs create pathways from community colleges to 4 or 5 year teacher education programs. Most provide stipends and/or scholarships to participants, teacher education coursework targeted on their particular communities and distinctive student needs, and a range of mentoring and other supports to ensure greater success.

College Recruitment

Two year and community colleges that account for over 45 percent of African American, Hispanic, Asian/Pacific American and Native American postsecondary enrollments also offer a large pool of potential educators. (Wilson and Carter 1994) Anderson and Goertz (1995) identified a number of factors that contribute to successful community college/four-year college transfer programs for prospective teachers. They include:

- strong leadership and institutional commitment to training teachers of color;
- ongoing collaboration among participating institutions;
- formal articulation agreements;
- an articulated pre-education curriculum at the community college;
- early contact with community college students and early career and academic advisement of these students;
- criteria to ensure admission to a teacher preparation program; and
- adequate and appropriate support services at both institutions.

They report that students and staff in these programs identified concerns or problems that are typical in programs serving nontraditional students. Prohibiting factors include: student adjustment to a four-year institution; poor faculty attitudes; limited financial aid; inconvenient course scheduling; and balancing the demands of school, work, and home. These findings are consistent with those of Joy and Bruschi (1995) as they reviewed model programs for recruiting and training teacher assistants and of the Tomas Rivera Center (1991) as they report characteristics for success in recruiting and retaining Chicano/Latino teachers.

In reporting their experiences in the implementation of a university based effort to recruit and license teachers of color from nontraditional sources, Arends, Clemson and Henkelman

(1992) note factors that contributed to and deterred from progress. They identified as strengths the availability of financial aid; provision of personal and professional support; the adoption of a cohort structure; a clearly designed thematic core; and an internship experience that extended throughout the duration of the program. These findings are consistent with those of Nelson Barber and Mitchell (1992) as they researched five teacher education programs identified as exemplary in cultural responsiveness. Similar findings are reported in the research of the National Center for Research on Teacher Education and its successor the National Center for Research on Teacher Learning (NCRTL 1991).

Well designed and culturally responsive training is as important as recruitment. However, prospective teachers of color, like their majority colleagues, too often leave education programs with the same understanding of diversity as when they entered. Just as youngsters in K-12 schools require a diversity of thought, curriculum and pedagogy in order to gain and contribute to learning, so do prospective teachers. Yet these students' knowledge or understandings are not always reflected or accommodated by faculty or the courses that they teach. Culturally diverse student cohorts, guided by culturally informed faculty do much to assist those seeking to understand themselves and others. (Nelson Barber and Mitchell 1992).

Universities and other professional development programs must address these issues within the context of a diverse society and student population. Within U.S. teacher education, most faculty (70 percent) and students (69.7 percent) view their preservice programs as good or outstanding in preparing graduates as entry-level teachers (AACTE, 1988b). The majority of the remaining faculty and students assess their preparation as adequate. However, when asked whether teacher education graduates are prepared to teach in culturally diverse settings with academically "at-risk" students, a substantial minority of faculty (29.7 percent) and students (28.6 percent) indicate that graduates are "less-than-adequately" prepared (AACTE, 1988b, pp.14,15). A study of teachers polled after their first year of teaching found that 30 percent did not feel that their preparation programs had prepared them to teach students from a variety of ethnic backgrounds. (Metropolitan Life/Louis Harris Associates, Inc., 1991) While a similar percentage of each group report that they are very prepared or adequately prepared, the dismal student achievement records of students placed at risk suggest that much more needs to be don.

Mid-career Recruitment

Other programs have been created specifically to recruit mid-career changers and retirees from industry and the military in critical subject areas like mathematics and science. These pools of candidates bring many special qualities to schools in addition to their extensive subject matter knowledge honed in years of application to real world problems. Some studies suggest that experienced, older teachers who have more fully developed self-identities are more competent and confident role models for youth than young recruits just a year or two out of college. Many are

more likely to self-select to teach in urban, poor, or multicultural environments and are better prepared by their life experiences to succeed both in rigorous training programs and as practicing teachers.

Efforts to enhance the image of teaching as a profession and the apparent benefits of the male presence in elementary and secondary schools have encouraged downsizing business and industry and the military ranks to support and guide transitioning employees to second careers in teaching. (Taylor, 1994) While there has been significant notice of such programs, the extent to which they have significantly impacted the supply of minority teachers remains to be seen. For instance, the "Troops to Teachers" program supported by the U.S. Department of Defense reports that over 800 participants have been hired in 250 school districts within 41 states. With over 1400 participants currently in various stages of certification the number hired are expected to increase significantly during 1996. While the majority, 85 percent, are male, roughly 30 percent are minorities and the average age of the "new" teacher is 40+. (NAAEPC Bulletin, 1996 p. 1)

Current initiatives are targeted towards retiring commissioned officers, however the demographics of the military suggest that programs should broaden their base of eligible participants. Non-commissioned officers include a far greater proportion of men and women of color than commissioned officers. Although they typically have less than a bachelors degree, many have substantially more teaching experience in the armed forces. The National Consortia for Educational Access (NCEA) and AACTE are working with the National Science Foundation (NSF) in the development of a project targeting non-commissioned officers with an interest in teaching mathematics and science. (Irvin, 1996)

There are numerous programs that are perceived as non-traditional or "alternative certification programs." The formats of these programs range from those that provide participants the opportunity to work as salaried employees for the duration of a traditional academic program to those that provide perfunctory and/or sporadic orientations prior to teaching assignments. The justification for these programs frequently and often is that these program provide a good vehicle for recruiting educators of color.

A RAND Corporation study ( )of programs focused on preparing nontraditional recruits for math and science teaching found that, in comparison to abbreviated summer program models, the recruits from more extended, university-based alternate route programs were more likely to:

- be mid-career professionals with high levels of academic credentials and extensive professional work experiences;
- receive subject specific pedagogical training, extensive internships, and close mentoring;
- feel that their preparation was helpful to them; and

- enter and plan to stay in teaching.

Whereas many nontraditional programs, especially those unconnected to universities, closed within a few years of their inception, some have proven quite successful at recruiting and preparing mid-career switchers and retirees, like former engineers from aerospace industries and the military. The most successful have certain common characteristics:

- carefully designed curricula focused on learning theory, subject matter content, and pedagogy,
- heavily supervised internships linked to coursework, and
- gradual induction into classrooms with supports form mentors.

It appears that one of the greatest challenges for establishing and maintaining a racially, ethnically and linguistically diverse teaching force is the support and institutionalization of many of these promising practices.

SECTION IV Program Initiatives

Regional and national program initiatives in the recruitment and retention of educators of color are by and large supported by private foundations. In addition, there are a number of initiatives sponsored by state and local jurisdictions. What follows are just a few examples of programs that are operating towards the goal of producing a racially/ethnically/linguistically diverse and qualified teacher workforce. The common strands that run through all of these programs are a primary focus or complete focus on minority students; established funding (state, federal, or private); and realistic methods of operation and outline of desired outcomes.

State Initiatives

According to *Teacher Education Policy in the States* (AACTE 1994), 36 of the 50 states have programs that address recruitment of educators of color. Many state initiatives have grown out of state enacted legislation resulting from findings by state boards of education and teacher certification boards. Each state uses various incentives and methods to not only increase its minority teacher pool but also to increase its chances of success. These incentives range from traditional to unconventional, and are more often than not coupled together to heighten the programs' impact. Efforts include: financial assistance in the form of loans, scholarships and grants to individuals and institutions; early recruitment and career identification methods; developing reward systems for high school students that participate in teaching profession related activities; exploration of untapped human resources such as community/junior college students, teachers aides and a second career persons; on-going professional development including seminars and workshops; guaranteed job opportunities upon program completion; and creating outreach programs in their respective communities.

Of those 36 states that have established minority recruitment and retention programs, some with the characteristics outlined above as well as a perceived potential for success, are mentioned below.

COLORADO: Colorado permits teacher education programs to admit 5 percent of their students under alternative admissions criteria approved by the state board of education to increase the number of minorities in their programs.

FLORIDA: The Committee on Minority Education Recruitment sponsors an annual conference focused on minority recruitment, and the Office of Teacher Recruitment has compiled a "best-practices" manual on efforts in this area.

ILLINOIS: The state board of education has establish a requirement that each district must have a plan to increase the number of minority teachers and staff members. Each IHE must have a written recruitment plan detailing efforts to attract students from diverse racial, cultural, and economic backgrounds to teacher education programs. The state

board reviews each plan and the efforts to implement them. The teacher certification board reviews minority teacher recruitment and retention data on a yearly basis and makes recommendations to the state board. The state also has scholarships available for teacher education candidates that are minority and gender specific.

KENTUCKY: The 1992 Kentucky General Assembly mandated through Kentucky Revised Statute 161.165 the development of a minority identification and recruitment strategic plan to be created, implemented and monitored by the Education Professional Standards Board (EPSB), the State Board for Elementary and Seconday Education (SBESE), and the Council on Higher Education (CHE). Of the four programs resulting from this strategic plan, three focus primarily on minority teacher education recruitment and retention efforts: TeacherBridge is an intensive four week summer workshop that encourages minority students with 60 semester hours or less of college credit and an interest in becoming certified teachers to improve their writing and academic skills; Alternative Teacher Certification allows minority paraprofessionals and others without traditional teaching backgrounds to become certified classroom teachers through a three phase program of formal instruction; Minority Teacher Scholarship Program provides scholarships to minority students who want to become teachers, from 1992-1995 approximately $920,000 in state funding has been provided. Following these efforts, the 1994 Kentucky General Assembly established and funded the Division of Minority Educator Recruitment and Retention. The division allows for the expansion of recuitment and retention efforts to a national level. Hence, the creation of the Minority Educator Voluntary Job Bank which serves as a job matching service linking certfifed teachers and administrators and interested school districts.

MICHIGAN: The state-sponsored Michigan Urban Teacher Program (UTP) fosters partnerships between two- and four-year institutions to develop programs. This assisted in the establishment of an urban teacher institute at Eastern Michigan University, Wayne State University, and Wayne County Community College. The UTP allows students to earn their associate's degree from Wayne County Community College and then complete their bachelors at either EMU or WSU. To participate in the program for all four years students must follow a mathematics, science or bilingual education track. The program relies on resources from the state department of education, the three participating institutions and three corresponding school districts. The state also has a vary active organization, the Young Educators Society of Michigan (YES), that since its 1987 inception encourages minority students to consider the field of teaching as a career. Patterned after the Future Teachers Clubs of America, YES is located in urban school districts with large minority populations and primarily serves students in grades 7-12. The program offers a cooperative and collaborative forum for colleges, universities, and school districts to network, recruit, and provide opportunities to interested minority students.

MINNESOTA: Since 1989 the state has awarded grants to districts to pay salaries of

minority teachers new to the state. In addition, the state also offers grants to interested minorities in teaching through the Alternative Preparation for Licensure Program. In 1994 the Teachers of Color program was implemented. Grants are made to school districts with a growing minority population. The district works in collaboration with teacher education institutions to recruit persons of color for teaching careers.

MISSOURI: The Teacher Education Scholarship Program designates 15 percent of its funding for minority teacher scholarships. The state and the IHE contribute $1000 for each year in the student's program. The student must teach in Missouri for five years to pay back the scholarship.

NEW YORK: The New York State Teacher Opportunity Corps Program facilitates the recruitment, selection, and preparation of minority and economically disadvantaged students for the teaching profession. The SDE offices of College Evaluation and Teaching work together to facilitate articulation between programs of two- and four-year colleges and universities. The Teacher Career Recruitment Clearinghouse is a job bank for elementary and secondary level teachers funded through an SDE revenue account. They work to recruit under-represented groups, including minorities, into teaching in New York.

NORTH CAROLINA: North Carolina sponsors Project Teach, a minority teacher recruitment program that encourages students to consider a career in teaching through organized programs involving parents as well as students in the 7th -12th grade.

OKLAHOMA: The state legislature (in 1989) established the Oklahoma Minority Teacher Recruitment Center (OMTRC). The center's goal is to recruit, retain and place minority teachers in schools across the state, principally through programs (such as a Teacher Cadet Program) closely modeled after those in South Carolina. The center's yearly budget is approximately $250,000.

SOUTH CAROLINA: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University is a state funded project (South Carolina General Assembly Education Improvement Act of 1987) focused on increasing the pool of minority teacher edcuation applicants in the state by making education programs accesible to nontraditional students. The project provides an academic support system to assist students in meeting entry, retention, and exit program requirements. The project supplies support via the following programs: Satellite Teacher Education Program allows teacher aides in five geographic areas to attend classes leading to undergraduate degress during evening hours; Weekend College Program offers classes leading to a bachelors degree in one of five specialized teaching curricula to persons who have earned associates or bachelors degrees from technical colleges, primarily focused on the recruitment of black males into education; Instructional Intervention Program assists

students in passing university and state-required tests for entrance and certification via tutorial programs, teacher training sessions, and text guides in reading, writing, and mathematics; Forgivable Loan Program allows students to apply for an Education Improvement Act Forgivable Loan applicable to education related expenses repayable by entering into institutional agreement to teach in the state of South Carolina.

TENNESSEE: Recommendations submitted by the Tennessee Task Force on the supply of minority teachers in 1988 resulted in the implementation of three programs and several initiatives. Programs currently in operation include: Partnership to Assist School Success (Project PASS), the Minority Teacher Fellowship Program (MTFP), and the Minority Matching Teacher Grant Program (MTG). Project PASS is a mentoring program targeted towards junior and senior high school students with a goal of exploring the teaching profession. The MTFP provides up to 19 $5000 forgivable loans annually. The MTG provides to higher education institutions on a competitive basis to encourage nontraditional minority students to pursue careers in education. Additional assistance is provided by the following: the Community College Scholarship Program for Minorities; the Teacher Identification Program for Minorities; and the Prospective Minority Teacher List.

Private Funded Initiatives

Although states have made advances in the effort to diversify the teaching ranks, there is a need for additional assistance. Much of this assistance has come in the form of privately funded initiatives. Millions of dollars have been allocated by several organizations to increase the pool of teachers of color, especially in demographic areas where there are large minority populations. While there are scores of efforts in this area, the following are highlighted as examples of privately funded initiatives.

Ford Foundation - Since 1988, the Ford Foundation has committed in excess of $19 million to broad-based teacher education initiatives designed to produce certified minority teachers and to create "value-added" program models. Consortia were established in 1989 in Ohio, Georgia, Florida, and Alabama. They grew with the addition of North Carolina and Louisiana in 1990, and Southern California, Arizona, New Mexico and Colorado to assist with the recruitment of Hispanic and Native American teachers. Some examples of the programs that have been funded follow.

The Teaching Leadership Consortium of Ohio (TLC). The Teaching Leadership Consortium of Ohio developed as a collaborative effort among five universities in Ohio to increase the number and strengthen the preparation of teachers from under-represented groups. Funded by the Ford Foundation and the Cleveland Foundation, the consortium began in 1989. The TLC program is broad-based, in that it utilizes pre-college outreach, 2-year/4-year articulation, school/university partnerships (the recruitment of para-educators), 5th year/post-baccalaureate, and curriculum and assessment programs to recruit, retain and graduate students of color. The collaborating institutions and organizations are: Cleveland State University, Ohio University, Kent State University, University of Cincinnati, Ohio State University, Ford Foundation, Cleveland Foundation, and the Ohio Board of Regents.

Project TEAM. Project Team is a summer institute designed to build on the interests of high school sophomores and juniors in teaching as well as to provide academic enrichment for students to help meet the entrance requirements for training programs. This project is hosted by Pembroke State University, one of the ten institutions in the North Carolina consortia, and is administered by the Southern Education Foundation. The remaining institutions utilize primarily pre-college outreach and curriculum and assessment practices in it's strategy, however, three of the institutions have utilized school/university partnerships in recruiting para-educators into teacher education.

Louisiana Consortium on Minority Teacher Supply and Quality. As a part of the Louisiana Consortium, Tulane and Xavier Universities offer precollegiate programs. The Teacher Internship Program at Tulane provides tutoring opportunities for high school juniors and seniors; and the Summer Enrichment Program at Xavier promotes interest in

teaching through academic enrichment and support for ninth and tenth graders. Grambling State University focuses its effort on education degrees attainment for nontraditional students of color through diagnostic testing and programs to improve test taking skills, and creating a scholarship fund. The Louisiana consortium is also administered by the Southern Education Foundation.

Efforts to Increase Chicano/Latino Teachers in the Southwest. The Ford Foundation has provided funding to the Tomas Rivera Center to investigate existing programs that focus on the recruitment and retention of Chicano/Latino persons for teacher education careers and to a consortia, hosted by the University of Southern California, comprised of universities, school districts and labor unions to enroll Chicano/Latino para-educators in teacher education programs.

The *Navajo Nation* has received Ford Foundation support to increase the number of Navajo teachers who can perpetuate, preserve and promote the Navajo language, culture and philosophy through their instruction. Working with the state departments of Arizona, Colorado and New Mexico, the project involves six colleges and universities. Specifically, Navajo Community College, Fort Lewis College, University of New Mexico, Prescott College, Northern Arizona University, University of Northern Colorado

Project TEAM, situated in the state of Florida is a consortia of seven colleges and universities working to facilitate student entry, retention, graduation and employment. The consortia that is headed by Florida State University includes Bethune Cookman College, Edward Waters College, Florida A&M University, Florida State, U. of Central Florida, U. of North Florida and U. of Florida. The strategies at these institutions vary from pre-college outreach and curriculum and assessment practices, to 2-year/4-year articulation, the recruitment of para-educators, as well as 5th-year/post-baccalaureate programs.

The Foundation also sponsors AACTE's biennial data collection activity, "Teacher Education Pipeline: Schools, Colleges and Departments of Education Enrollments, by Race, Ethnicity and Gender."

DeWitt Wallace-Reader's Digest Fund is underwriting a major national initiative called "Pathways to Teaching Careers Program." Since 1989, the Fund has invested more than $40 million to support a variety of innovative efforts to recruit and retain teachers of color. Pathways participants studying to become fully certified teachers receive scholarships and other support services. Program activities generally fall into these categories:

Targeting non-certified teachers and paraprofessionals working in public schools: Forty-three colleges and universities, primarily in the South, Northeast and Midwest recruit individuals with classroom experience to earn bachelors and master's degrees leading to

teaching certification. This effort is coordinated in the South by the Southern Education Foundation of Atlanta, GA. Bank Street College of Education in New York City oversees a majority of the participating colleges and universities throughout the Northeast and Midwest. Pathways graduates agree to teach in schools for at least three years after receiving their certification.

Targeting Returned Peace Corps Volunteers: Support for the Peace Corps Fellows/USA Program has enabled retruned volunteers to earn master's degrees and work as teachers while studying for their certification at 14 colleges and universities nationwide. Peace Corps Fellows teach in schools for a minimum of two years after graduation.

Targeting Middle High School Students and College Undergraduates: **Morgan State University in Baltimore** has developed a program to introduce all middle and high school students in the city to career options in the teaching profession. Components include a formal introductory teaching course in public high schools and plans are underway to establish a magnet High School for Teaching. **The Institute for Urban Education**, a collaborative effort of Barbard College and 16 private liberal arts colleges in the Northeast, recruits, prepares and encourages some of America's most talented undergraduates to become teachers.

To measure the effectiveness of its investment in these recruitment and retention programs and implications for future teacher education programs, the Fund is supporting a five-year evaluation of Pathways that is being conducted by the Urban Institute in Washington, DC and Education Testing Services in Princeton, NJ.

Carnegie Corporation of New York established the "Pool of Recruitable Teachers (PORT)" project. PORT is supported by a five year $470,000 grant designed to recruit minority teachers from the greater Los Angeles area. Funded activities include the Future Teacher Institute (FTI), a recruitment model piloted at California State University, Dominguez Hills. The major foci are to involve promising minority high school students in a unique teaching/learning experience that will increase the likelihood that they will eventually choose a career in education; the 'Aide-to-Teacher" program that selects talented students to be teacher aides and assists with their academic preparation prior to entering teacher training courses; and the "Careers in Education Conference" for future teachers at the junior and senior high school level.

The Consortium for Minorities in Teaching was developed through a planning grant from the **Carnegie Corporation of New York** to the Ana G. Mendez Foundation. Further funding was obtained through the **U.S. Department of Education**. Each higher education institution in the Consortium has developed a specific recruitment program or support role which addresses the conditions in their particular region of the country. Successful recruitment models are tested, evaluated, and disseminated to interested institutions across the country. Consortium members include The City College of New York, Fordham University, Hostos Community College,

Knoxville College, Metropolitan University, Turabo University, Morgan State University, Xavier University, California State University-Dominguez Hills, and the University of Iowa.

Metropolitan Life Foundation contributes to "The Future Teacher Cadet Program". This project is administered by the University of Colorado-Boulder and the Kayenta Unified School District with a special focus on the recruitment of Native American students. The program provides workshops, mentoring and scholarships participants. In addition, Metropolitan Life supports the "Preparing Teacher Leaders and Recruiting Minorities into Teaching" program. This is a collaborative effort between Ohio State University and the Columbus Public Schools that provides a summer institute and workshops with a leadership focus.

Pew Charitable Trusts has made a significant contribution to curtailing the shortage of educators of color through the following awards.

Southern Education Foundation's Consortium on Teacher Supply and Quality in the South. This project addresses the general shortage of teachers and attempts to expand the pool of teachers of color. The project began as a joint effort between the **BellSouth Foundation** and **Pew Charitable Trust** with activities including teacher cadet programs, summer institutes and career awareness programs. Currently, Pew continues to fund the summer institutes. Member institutions include Albany State College, Bethune-Cookman College, Grambling State University, Johnson C. Smith University, Tuskegee University, Xavier University, the Harvard Graduate School of Education, Peabody College of Vanderbilt University, and Teachers College, Columbia University.

New Teacher Recruitment and Retention Project. A grant was awarded to Teacher's College, Columbia University to administer this project with the goal of the identification and implementation of effective models to recruit and retain racial/ethnic and linguistically under-represented groups and second career people to teach in urban areas. Recruitment focuses on historically Black colleges and universities, public and private institutions, as well as major corporations and other businesses. Retention models are derived from analysis of already existing techniques, policies and practices and their effectiveness and levels of success.

Phillip Morris directs the bulk of its educational grant making to recruitment and retention of minorities in the teaching profession. Signature grants include the following:

The American Indian College Fund - to develop teacher education programs at American Indian colleges. American Indian colleges have proven to be far more successful than mainstream institutions in retaining Indian students by combining traditional academic offerings in a culturally appropriate and nurturing environment. The AICF will award grants to individual American Indian colleges on a competitive basis with the goal of

increasing the quantity of programs currently preparing Indians for teaching careers on reservations. The Request for Proposals has been distributed to all 29 colleges and the grant finalists will be recommended by a panel of nationally recognized American Indians and teacher educators.

New York University School of Education - for the Strengthening the Bridge initiatives operated under the auspices of the School's Community College Transfer Opportunity Program, the largest transfer and articulation program undertaken by a private university. Strengthening the Bridge has two initiatives: Building Bridges for Teacher Education, which recruits and supports community college students of color pursuing careers in teaching, and the Urban Teacher Preparation Program, which pairs these same students with master teachers who serve as mentors from their junior year through their first year of teaching. This highly innovative program helps new teachers of color make a successful transition from student teacher to professional educator.

The Institute for Recruitment of Teachers - to successfully increase the numbers of students of color pursuing advanced teaching degrees and careers in college and universities. Students participate in a four-week "issues and texts" workshop taught by university faculty of color and receive year-long counseling in the application process for graduate school. Students have earned a reputation for being well prepared for the rigors of graduate school. The IRT boasts a 100% placement rate at its consortium of 30 top universities; 92% of its former studetns have received partial to full financial aid for up to four years of graduate study.

Rockefeller Brothers Fund established the "Minority Teaching Fellows" project. The project provides each fellow with up to $18,000 beginning with their junior year in college and concluding once they have begun teaching in a public school. Fellows receive stipends of up to $2,500 during the summer following their junior year to participate in teaching related activities. After graduation, each fellow will receive a stipend of $6,000 to $9,000 for full-time graduate work in education or related field. They could also receive a loan repayment assistance stipend of up to $1,200 per year for the first three years in the teaching profession for debts obtained during undergraduate study. Fellows must be enrolled at one of the 25 institutions that were selected to participate. The program is scheduled to continue until it reaches its goal of 150 fellows.

US West Foundation contributes to the "Northern Iowa Minorities in Teaching Program." This program is a collaboration between the University of Northern Iowa and five Iowa school districts with large populations of student of color. Activities include a summer enrichment program for junior and senior high school students interested in teaching; a scholarship/assistantship program to support education students enrolled at UNI; and a program for students in grades 6-12 to prepare them for college and teacher education.

Andrew W. Mellon Foundation instituted the "Teaching for the 21st Century: A Career

Exploration Workshop". This four day seminar at Cornell University is designed to encourage more people of color to enter the teaching profession. Students from approximately 15 colleges and universities are brought together to examine assumptions about the teaching profession, discuss multicultural curricula, alternative education programs, and differences in learning styles. They visit a community center where they talk with students concerning their experiences and participate in experimental workshops in role of teachers. Each participant is paid a small stipend as well as given free travel and accommodations as part of the project.

The **Multicultural Alliance** is a national consortium composed of 253 independent and publics, K-12 schools, colleges, and universities working to address the the national shortage of teachers of color through is Minority Teacher Development Program. The internship program implemented by the Alliance, which includes a large percentage of students from academic majors other than education, uses seminars and workshops on curriuclum and instruction, classroom management, school leadership, and subject centered learning to enchance university credential coursework. In addition, interns attend new teacher conferences, subject rea conferences, and a new teacher orientation retreat. While enjoying a steady increase in the requests for Alliance participation from institutions and applicants, the Alliance continues to seek corporate and private foundation support to go along with the more than $10,000,000 contributed by schools, colleges, and universities through salaries and academic scholarships. Corporate and foundation support they have received since its 1990 inception include Phillip Morris Companies, ORACLE Corporation, Mary A. Crocker Trust, W.K. Kellogg Foundation, and many others.

SECTION V - Recommendations

The following recommendations are based on data and information reported here and elsewhere. As we proceed in research and program development we should keep mind that good research and programs conducted with race/ethnicity and language as factors for analysis and consideration include the majority population and enhance our understanding of the entire profession.

Data Collection and Research

Quantitative

The type and level of data collected for and about educational personnel has improved substantially within the past decade. NCES's "Schools and Staffing Survey"(SASS), established in the mid 1980s, as well as other U.S. ED special surveys derived from "Recent College Graduate" and other data bases have begun to provide much needed information on who teaches where, a bit of pertinent data on background e.g., race/ethnicity, marital status, years of work experience, and level of training. The greatest shortcoming in large data collection activities e.g., SASS is often insufficient resources for analysis. Consequently, it is probable that the answer to many questions, that no doubt will contribute to a more racially/ethnically and linguistically balanced teaching force, rest in existing but under-utilized data bases.

The most comprehensive profile of teachers, their backgrounds and their work remains, **Status of the American Public School Teacher** which has been published by the National Education Association (NEA) every five years since 1956. While the Status report provides information on a wide range of issues related to practicing teachers, opportunity to examine a number of characteristics by race/ethnicity is limited. Although, some states e.g., Michigan and New York [verify] collect and disseminate information that is helpful in discerning the racial/ethnic characteristics of their teaching force, the majority of states either do not collect, or do not publish such data. The Council of Great City Schools conducts a survey of its constituent group that provides some insights into racial/ethnic composition of educational personnel and students in urban areas and agencies e.g., the National Science Foundation (NSF) collect selected data that are related to their missions. The American Association of Colleges for Teacher Education (AACTE) maintains, through Ford Foundation support, the most comprehensive database on individuals, by race/ethnicity, pursuing teaching as a career in college based teacher education programs. Data that characterize those who pursue teaching careers through local school systems, and other non-profit professional development initiatives are sparse and typically do not offer their enrollment data to the public.

The following are recommendations for quantitative examination.

- Supply and demand data by race/ethnicity and language proficiency - At present, there are a significant amount of data that indicate the number of individuals by race/ethnicity pursuing teaching careers and those who have completed education degree programs. There are also sufficient state level data on K-12 students by race/ethnicity. However, there i s currently no comprehensive examination of the number of teachers of color and the racial/ethnic composition of student bodies in the vicinities where they teach. Such an effort at the national level would require close attention to teacher selection, employment and attrition patterns and would require cooperation among local, and state authorities.

- Teacher employment and placement patterns - While data are available that indicate school, college and departments of education that graduate significant numbers of teachers of color there are no comprehensive initiatives to determine where these graduates are employed. Studies that provide guidance on such patterns would assist in the design of more effective recruitment

- Para-educator characteristics, needs, and preferences - Limited data suggest that the para-educator population is largely comprised of people of color. A study that clearly defines this population and probes for program types that effectively recruit and certify individuals from these groups is sorely needed

- A data collection initiative designed to examine the delayed entry, or defection patterns of newly certified teachers of color

- A study of the persistence of inner city and/or students of color enrolled in teaching magnet schools at the high school level to pursue teaching as a career

Qualitative

The "Culture, regarding teachers, is typically defined introspectively from within schools, with certain faint recognition of external forces." Culture in the educational literature, typically relates to the school and its environment and its actors . . . It is a rare occasion when analysis branches beyond these dimensions to consider the racial/ethnic background of its staff." (Dilworth 1990 p. 9. Also see C.A. Grant 1992)**Research and Multicultural Education: From the Margins to the Mainstream** (1992) Bristol, PA: Falmer Press]

There is a dirth of literature the makes a direct correlation to teachers' race, ethnicity, language and gender and students' academic achievement. As Ehrenberg, Goldhaber and Brewer (1995) state, "Research on the relative effectiveness of minority teachers in educating minority students has been conducted primarily by sociologists, psychologists, educational researchers and has focused on teachers' attitudes toward, expectations for, and placements of minority students, as well as the feedback that they provide to students." (p. 547). However, there are related studies. For instance, Dilworth (1990) focuses on teachers' race/ethnicity as a function of career

choice and attitudes towards the practice of teaching, and there is significant research discussion regarding exemplary teaching relations by teachers of the same racial/ethnic culture (Jordan Irvine 1990, Delpit 1995, Ladson Billings 1995, Au and Kawakami 1994). Thus, to the extent that teachers' effectiveness is gauged against student achievement so should that of teachers of color.

Teachers' practice has been observed and reported numerous times but not with a focus on achievement. The most recent examinations have been in the development of assessments for the national board for professional teaching standards wherein time and attention have been focused on capturing cultural differences by race and ethnicity to establish equitable assessments.(Nelson Barber 1992)

The following are recommendations for qualitative data collection

- An examination of teaching styles, by race/ethnicity and language proficiency
- A study of the attributes of culturally diverse learning communities
- The influence of culturally diverse learning communities on the teaching styles of majority teacher education students

Program Recommendations

This report as well as others clearly detail the characteristics of successful recruitment and retention programs for educators of color (see for example AACTE 1988a ,Clewell 1995, Cox, B 1993, RNT 1993) The following summarizes some of the areas that indicate more work and study.

- The most effective and more comprehensive programs are supported by funds secured from outside of the agency or institution e.g., Ford Foundation, DeWitt Wallace Readers Digest Fund, Bell South. Very few states or localities have devoted adequate resources in support of recruitment and retention initiatives. This suggests less than a full commitment on the part of the community and threatens institutionalization of those that have made strides.
- Recruitment and retention programs must be multifaceted taking into account possible cultural differences in school attendance, work and other personal needs and preferences.
- Financial aid to students must be sufficient to support or subsidize the complete educational program. Often such programs focus on the first year of study without opportunity for continuation grants and loans. Capable students who are pursuing teacher education are and can be lured to other more lucrative program areas given financial

support.

- Programs must employ an adequate number of qualified and culturally aware personnel to assist candidates in negotiating the process of teacher education, certification and induction;

- Newly certified teachers of color, as all neophyte professionals, should be placed in supportive peer and school environments. Professional isolation within schools and communities is counterproductive to recruitment, training and employment;

- A balance must be considered in the establishment of programs for career changers and for pre-college and college age students. While career changers provide an immediate and vital function in many communities their time commitment to the profession is, by virtue of age, limited.

- Programs for recruitment and retention at any level should include challenging curriculum and education related activities;

- Programs must take the academic, financial and social needs of the students, particularly non-traditional students, into account.

- Programs should be conceptualized to be certain that activities and/or procedures feed well into completion or in meeting the goal(s). For instance one or two pre-college activities in middle school, without a continuing engagement will likely do very little to encourage or ensure that youngsters' consideration of a teaching career years latter.

- As in any initiative, program administrators must accept responsibility for failures as well as successes. Goals should be precise and measurable. Frequently, the inability to recruit and retain at the professional preparation level is blamed on prior experiences or other external factors that should be taken in to account when the program is being designed.

Policy Recommendations

- Policies should be consistent at all levels i.e., incentives for choosing teaching as a career at the college level should also be coupled with incentives and support for youngsters to complete high school and also some recognition after employment for completion and achievement;

- Policies should foster collaboration not competition among various sectors of education. Educational institutions at all levels should be offered incentives for working together on initiatives rather than exclusively among those in their sector

- Evaluation and assessment should be encouraged but scheduled at appropriate points in the program development
- Professional and community organizations should make time and resources available to work with assessment initiatives that seek to be culturally fair and responsive
- Local hiring decisions should presume racial/ethnic and linguistic diversity as enhancing excellence as well as capability
- Professional education and other organizations should consistently and formally document and disseminate to local and state education boards their members' knowledge and experiences in K-12 schools. Information on in school experiences, peer relationships, mentoring and working conditions of educators of color may assist in the development of welcoming and supportive environments.
- Schools, colleges and departments of education (SCDE) should carefully review their programs to identify components that may preclude or deter students or faculty of color
- Any initiative to increase the racial/ethnic and linguistic representation of teachers should include all segments or components of the institution or organization. All should be fully aware of the goals and expectations and held accountable for meeting them
- Community , business, religious and other organizations may conscientiously partner with local institutions and school systems to identify and/or provide support for prospective and newly employed teachers of color
- States should develop and implement a comprehensive plan that views the postsecondary and elementary/secondary sectors as one system
- One area in which teacher educators can exert influence on this issue is in their classroom teaching. Faculty and staff can communicate the importance of diversity to their students i.e., promote the notion that being a minority is *not* a prerequisite to being concerned about this issue or bearing responsibility for addressing it. (Savage 1990)

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